Australian Government

CUS09 Music

Release: 1.1

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Modification History

Version Modification History

Version	Release Date	Comments
1.1	21 March 2009	Inclusion of the NQC flexibility rules relating to the mix of importable units and provision for access to accredited courses to the following qualifications: CUS20109 Certificate II in Music CUS30109 Certificate III in Music CUS30209 Certificate III in Technical Production CUS30309 Certificate III in Music Business CUS40109 Certificate IV in Music CUS40209 Certificate IV in Sound Production CUS40309 Certificate IV in Music Business CUS50109 Diploma of Music CUS50209 Diploma of Sound Production CUS50309 Diploma of Music Business CUS60109 Advanced Diploma of Music CUS60209 Advanced Diploma of Sound Production CUS60309 Advanced Diploma of Music Business Inclusion of business continuity units into the elective pool for the following qualifications: CUS30109 Certificate III in Music CUS40209 Certificate IV in Sound Production CUS40309 Certificate IV in Music Business

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Version	Release Date	Comments
		CUS50109 Diploma of Music CUS50209 Diploma of Sound Production CUS50309 Diploma of Music Business CUS60209 Advanced Diploma of Sound Production CUS60309 Advanced Diploma of Music Business
		Inclusion of appropriate sustainability unit from Business Services training package into the elective pool of: CUS20109 Certificate II in Music CUS30109 Certificate III in Music CUS30209 Certificate III in Technical Production CUS30309 Certificate III in Music Business CUS40109 Certificate IV in Music CUS40209 Certificate IV in Sound Production CUS40309 Certificate IV in Music Business CUS50109 Diploma of Music CUS50209 Diploma of Sound Production CUS50309 Diploma of Music Business CUS60109 Advanced Diploma of Music CUS60209 Advanced Diploma of Sound Production CUS60309 Advanced Diploma of Music Business
		Inclusion of specific reference to knowledge relating to sustainability issues in screen and media in the following units: CUSIND301B Work effectively in the music industry

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Version	Release Date	Comments
		This affects the following qualifications: CUS30109 Certificate III in Music CUS30209 Certificate III in Technical Production CUS30309 Certificate III in Music Business CUS40109 Certificate IV in Music CUS40309 Certificate IV in Music Business
		Unit BSBSMB408B Manage personal, family, cultural and business obligations has been upgraded to the most recent version, this affects: CUS40109 Certificate IV in Music CUS40209 Certificate IV in Sound Production CUS40309 Certificate IV in Music Business
		Unit codes corrected in the following electives shown in CUS30209: CUELGT03C to CUFLGT303A CUELGT05C to CUFLGT302A CUELGT04C to CUFLGT304A
		Unit title for CUSSOU404A changed to "Edit dialogue", this affects the following: CUS50209 Diploma of Sound Production CUS40209 Certificate IV in Sound Production
		Addition of imported qualification: CUF10107 Certificate I in Creative Industries

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CUS09 Music

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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 1.1 - 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

CUS09 Music Training Package is a revision of CUS01 Music Industry Training Package, developed by the now defunct CREATE Australia.

Version 1 of CUS01 was endorsed on 5 April 2001 and, for the first time in Australia, provided national qualifications for vocational education and training in the music industry. The Training

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Package covered diverse occupations in the music industry across music business, sound production, and performing and composing music.

A review of the Training Package in 2002 resulted in some minor typographical changes to units of competency listed within qualifications.

CUS09 has involved a number of changes to the Training Package. The industry coverage remains the same as for CUS01, namely music business, sound production, music performance and music composition. However, sound production has been expanded to encompass a broad range of industry production contexts – from live music concerts and stage productions to sound recording, mixing and editing in the screen, media and interactive games industries.

CUS09 also sees the introduction of a music tutor skill set, which provides pathways into qualifications in the BSB07 Business Services Training Package and the TAA04 Training and Assessment Training Package.

List of AQF Qualifications

List of AQF Qualifications

Qualification Code	Title
Preparatory pathway qualifications	
CUF10107	Certificate I in Creative Industries
CUS20109	Certificate II in Music
Music performance qualifications	
CUS30109	Certificate III in Music
CUS40109	Certificate IV in Music
CUS50109	Diploma of Music
CUS60109	Advanced Diploma of Music
Sound production qualifications	
CUS30209	Certificate III in Technical Production
CUS40209	Certificate IV in Sound Production
CUS50209	Diploma of Sound Production
CUS60209	Advanced Diploma of Sound Production
Music business qualifications	

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Qualification Code	Title
Preparatory pathway qualifications	
CUF10107	Certificate I in Creative Industries
CUS30309	Certificate III in Music Business
CUS40309	Certificate IV in Music Business
CUS50309	Diploma of Music Business
CUS60309	Advanced Diploma of Music Business

List of all CUS units in CUS09 Training Package

Note – the prerequisite column is only displayed if prerequisites exist.

Code	Title
CUSADM301A	Administer operations for rehearsals and performances
CUSEVT301A	Book performance venues
CUSFIM501A	Secure funding for projects
CUSIND301B	Work effectively in the music industry
CUSIND302A	Plan a career in the creative arts industry
CUSIND401A	Develop specialist expertise in the music industry
CUSIND501A	Apply music knowledge and artistic judgement
CUSLED501A	Provide instrumental or vocal tuition
CUSLED502A	Provide tuition for composition
CUSMCP301A	Compose simple songs or musical pieces
CUSMCP302A	Write song lyrics
CUSMCP303A	Develop simple musical pieces using electronic media
CUSMCP401A	Develop techniques for arranging music

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CUSMCP402A	Develop techniques for composing music
CUSMCP501A	Compose music using electronic media
CUSMCP502A	Compose music for screen
CUSMCP503A	Prepare compositions for publishing
CUSMCP601A	Extend techniques for composing music
CUSMCP602A	Extend techniques for arranging music
CUSMGT401A	Manage distribution of music and associated products
CUSMGT402A	Administer music publishing income
CUSMGT403A	Manage licensing of music
CUSMGT404A	Administer artists' royalty income
CUSMGT502A	Manage artists and their careers
CUSMGT503A	Develop artists and repertoire
CUSMKG301A	Assist with the promotion of creative acts
CUSMKG501A	Manage the promotion of creative acts
CUSMLT201A	Develop and apply musical ideas and listening skills
CUSMLT202A	Apply knowledge of music culture to music making
CUSMLT301A	Apply knowledge of genre to music making
CUSMLT302A	Develop and apply aural-perception skills
CUSMLT303A	Notate music
CUSMLT401A	Notate music for performance
CUSMLT402A	Articulate ideas about music
CUSMLT403A	Analyse functional harmony
CUSMLT501A	Refine aural-perception skills
CUSMLT502A	Apply concepts about the impact of music to professional practice

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CUSMLT601A	Analyse music
CUSMLT602A	Analyse harmony
CUSMPF101A	Develop skills to play or sing music
CUSMPF102A	Develop ensemble skills to perform simple musical parts
CUSMPF201A	Play or sing simple musical pieces
CUSMPF202A	Incorporate music technology into performance
CUSMPF203A	Develop ensemble skills for playing or singing music
CUSMPF204A	Play music from simple written notation
CUSMPF301A	Develop technical skills in performance
CUSMPF302A	Prepare for performances
CUSMPF303A	Contribute to backup accompaniment
CUSMPF304A	Make a music demo
CUSMPF305A	Develop improvisation skills
CUSMPF401A	Rehearse music for group performances
CUSMPF402A	Develop and maintain stagecraft skills
CUSMPF403A	Develop repertoire as part of a backup group
CUSMPF404A	Perform music as part of a group
CUSMPF405A	Develop instrumental techniques
CUSMPF406A	Perform music as a soloist
CUSMPF407A	Develop vocal techniques
CUSMPF408A	Develop performance techniques on a second instrument
CUSMPF409A	Perform music using digital media
CUSMPF410A	Perform music from written notation
CUSMPF501A	Prepare a program for performance
CUSMPF502A	Incorporate interactive technology into performance

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CUSMPF503A	Perform accompaniment
CUSMPF505A	Perform improvisation for audiences
CUSMPF506A	Develop technical skills and expand repertoire
CUSMPF507A	Present live audition programs
CUSMPF508A	Provide musical leadership in performance
CUSMPF601A	Present a music performance
CUSMPF602A	Manage stagecraft aspects of performances
CUSMPF603A	Refine performance techniques and expand repertoire
CUSMPF604A	Extend improvisation techniques
CUSMPF605A	Develop advanced vocal techniques
CUSMPF606A	Conduct musical performances
CUSMPF607A	Lead music rehearsals
CUSOHS301A	Follow occupational health and safety procedures
CUSPUR501A	Establish and manage recording contracts
CUSSOU201A	Assist with sound recordings
CUSSOU202A	Mix sound in a broadcasting environment
CUSSOU301A	Provide sound reinforcement
CUSSOU302A	Record and mix a basic music demo
CUSSOU303A	Set up and disassemble audio equipment
CUSSOU304A	Restore audio tracks
CUSSOU305A	Analyse soundtracks
CUSSOU401A	Record sound
CUSSOU402A	Develop and implement sound plans
CUSSOU403A	Perform advanced sound editing
CUSSOU404A	Edit dialogue

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CUSSOU405A	Mix recorded music
CUSSOU406A	Record sound on location
CUSSOU407A	Coordinate location sound recording
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
CUSWRT501A	Write about music

Imported units of competency in this Training Package

Code	Title	Origin
BSBADM307B	Organise schedules	BSB07
BSBADM311A	Maintain business resources	BSB07
BSBADM502B	Manage meetings	BSB07
BSBADM506B	Manage business document design and development	BSB07
BSBADV405A	Perform media calculations	BSB07
BSBADV406A	Buy and monitor media	BSB07
BSBADV407A	Apply media analysis and processing tools	BSB07
BSBADV507B	Develop a media plan	BSB07
BSBADV509A	Create mass print media advertisements	BSB07
BSBADV510A	Create mass electronic media advertisements	BSB07
BSBADV511A	Evaluate and recommend advertising media options	BSB07

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BSBCMM301A	Process customer complaints	BSB07
BSBCMM401A	Make a presentation	BSB07
BSBCRT101A	Apply critical thinking techniques	BSB07
BSBCRT301A	Develop and extend critical and creative thinking skills	BSB07
BSBCRT401A	Articulate, present and debate ideas	BSB07
BSBCRT402A	Collaborate in a creative process	BSB07
BSBCRT501A	Originate and develop concepts	BSB07
BSBCRT601A	Research and apply concepts and theories of creativity	BSB07
BSBCUS301A	Deliver and monitor a service to customers	BSB07
BSBCUS401A	Coordinate implementation of customer service strategies	BSB07
BSBCUS501A	Manage quality customer service	BSB07
BSBDES201A	Follow a design process	BSB07
BSBDES202A	Evaluate the nature of design in a specific industry context	BSB07
BSBDES305A	Source and apply information on the history and theory of design	BSB07
BSBDES401A	Generate design solutions	BSB07
BSBDES501A	Implement design solutions	BSB07
BSBDES601A	Manage design realisation	BSB07
BSBDES602A	Research global design trends	BSB07
BSBDIV301A	Work effectively with diversity	BSB07
BSBDIV601A	Develop and implement diversity policy	BSB07
BSBEBU401A	Review and maintain a website	BSB07
BSBEBU501A	Investigate and design e business solutions	BSB07
BSBEBU502A	Implement e business solutions	BSB07
BSBFIA301A	Maintain financial records	BSB07
BSBFIA401A	Prepare financial reports	BSB07

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BSBFIA402A	Report on financial activity	BSB07
BSBFIM501A	Manage budgets and financial plans	BSB07
BSBFIM601A	Manage finances	BSB07
BSBHRM402A	Recruit, select and induct staff	BSB07
BSBHRM503A	Manage performance management systems	BSB07
BSBHRM506A	Manage recruitment selection and induction processes	BSB07
BSBHRM602A	Manage human resources strategic planning	BSB07
BSBINM201A	Process and maintain workplace information	BSB07
BSBINM301A	Organise workplace information	BSB07
BSBINM302A	Utilise a knowledge management system	BSB07
BSBINM501A	Manage an information or knowledge management system	BSB07
BSBINM601A	Manage knowledge and information	BSB07
BSBINN301A	Promote innovation in a team environment	BSB07
BSBINN501A	Establish systems that support innovation	BSB07
BSBINN502A	Build and sustain an innovative work environment	BSB07
BSBINN601A	Manage organisational change	BSB07
BSBITU201A	Produce simple word processed documents	BSB07
BSBITU202A	Create and use spreadsheets	BSB07
BSBITU203A	Communicate electronically	BSB07
BSBITU301A	Create and use databases	BSB07
BSBITU302A	Create electronic presentations	BSB07
BSBITU303A	Design and produce text documents	BSB07
BSBITU304A	Produce spreadsheets	BSB07
BSBITU306A	Design and produce business documents	BSB07
BSBITU309A	Produce desktop published documents	BSB07

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BSBITU401A	Design and develop complex text documents	BSB07
BSBITU402A	Develop and use complex spreadsheets	BSB07
BSBITU404A	Produce complex desktop published documents	BSB07
BSBLED101A	Plan skills development	BSB07
BSBLED401A	Develop teams and individuals	BSB07
BSBMGT402A	Implement operational plan	BSB07
BSBMGT403A	Implement continuous improvement	BSB07
BSBMGT502B	Manage people performance	BSB07
BSBMGT515A	Manage operational plan	BSB07
BSBMGT516A	Facilitate continuous improvement	BSB07
BSBMGT605B	Provide leadership across the organisation	BSB07
BSBMGT608B	Manage innovation and continuous improvement	BSB07
BSBMGT615A	Contribute to organisation development	BSB07
BSBMGT616A	Develop and implement strategic plans	BSB07
BSBMGT617A	Develop and implement a business plan	BSB07
BSBMKG401B	Profile the market	BSB07
BSBMKG402B	Analyse consumer behaviour for specific markets	BSB07
BSBMKG408B	Conduct market research	BSB07
BSBMKG413A	Promote products and services	BSB07
BSBMKG414A	Undertake marketing activities	BSB07
BSBMKG415A	Research international markets	BSB07
BSBMKG416A	Market goods and services internationally	BSB07
BSBMKG501B	Identify and evaluate marketing opportunities	BSB07
BSBMKG502B	Establish and adjust the marketing mix	BSB07
BSBMKG506B	Plan market research	BSB07

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BSBMKG507A	Interpret market trends and developments	BSB07
BSBMKG511A	Analyse data from international markets	BSB07
BSBMKG513A	Promote products and services to international markets	BSB07
BSBMKG514A	Implement and monitor marketing activities	BSB07
BSBMKG516A	Profile international markets	TBA
BSBMKG517A	Analyse consumer behaviour for specific international markets	BSB07
BSBMKG603B	Manage the marketing process	BSB07
BSBMKG605B	Evaluate international marketing opportunities	BSB07
BSBMKG606B	Manage international marketing programs	BSB07
BSBMKG607B	Manage market research	BSB07
BSBMKG608A	Develop organisational marketing objectives	BSB07
BSBMKG609A	Develop a marketing plan	BSB07
BSBMKG610A	Develop, implement and monitor a marketing campaign	TBA
BSBOHS201A	Participate in OHS processes	BSB07
BSBOHS407A	Monitor a safe workplace	BSB07
BSBOHS509A	Ensure a safe workplace	BSB07
BSBPMG401A	Apply project scope management techniques	BSB07
BSBPMG402A	Apply time management techniques	BSB07
BSBPMG501A	Manage application of project integrative processes	BSB07
BSBPMG503A	Manage project time	BSB07
BSBPMG510A	Manage projects	BSB07
BSBPMG601A	Direct the integration of projects	BSB07
BSBPRO301A	Recommend products and services	BSB07
BSBPUB401A	Develop and apply knowledge of public relations industry	BSB07
BSBPUB502A	Develop and manage complex public relations campaigns	BSB07

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BSBPUB503A	Manage fundraising and sponsorship activities	BSB07
BSBPUB504A	Develop and implement crisis management plans	BSB07
BSBPUR301B	Purchase goods and services	BSB07
BSBPUR401B	Plan purchasing	BSB07
BSBPUR402B	Negotiate contracts	BSB07
BSBRES401A	Analyse and present research information	BSB07
BSBRES801A	Initiate and lead applied research	BSB07
BSBRSK401A	Identify risk and apply risk management processes	BSB07
BSBRSK501A	Manage risk	BSB07
BSBSMB201A	Identify suitability for micro business	BSB07
BSBSMB301A	Investigate micro business opportunities	BSB07
BSBSMB302A	Develop a micro business proposal	BSB07
BSBSMB303A	Organise finances for the micro business	BSB07
BSBSMB304A	Determine resource requirements for the micro business	BSB07
BSBSMB305A	Comply with regulatory, taxation and insurance requirements for the micro business	BSB07
BSBSMB306A	Plan a home based business	BSB07
BSBSMB307A	Set up information and communications technology for the micro business	BSB07
BSBSMB401A	Establish legal and risk management requirements of small business	BSB07
BSBSMB402A	Plan small business finances	BSB07
BSBSMB403A	Market the small business	BSB07
BSBSMB404A	Undertake small business planning	BSB07
BSBSMB405A	Monitor and manage small business operations	BSB07
BSBSMB408B	Manage personal, family, cultural and business obligations	BSB07

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BSBSUS201A	Participate in environmentally sustainable work practices	BSB07
BSBWOR201A	Manage personal stress in the workplace	BSB07
BSBWOR202A	Organise and complete daily work activities	BSB07
BSBWOR203A	Work effectively with others	BSB07
BSBWOR204A	Use business technology	BSB07
BSBWOR401A	Establish effective workplace relationships	BSB07
BSBWOR402A	Promote team effectiveness	BSB07
BSBWOR403A	Manage stress in the workplace	BSB07
BSBWOR502A	Ensure team effectiveness	BSB07
BSBWRT301A	Write simple documents	BSB07
BSBWRT401A	Write complex documents	BSB07
BSBWRT501A	Write persuasive copy	BSB07
CUEAUD02C	Prepare, rig, test and modify vision systems	CUE03
CUEAUD03C	Operate vision systems	CUE03
CUEAUD06B	Apply a general knowledge of vision systems to work activities	CUE03
CUECOR01C	Manage own work and learning	CUE03
CUEFIN03C	Obtain sponsorship	CUE03
CUEFOH04C	Usher patrons	CUE03
CUEFOH06C	Manage venue services	CUE03
CUEIND01C	Source and apply entertainment industry knowledge	CUE03
CUELGT03C	Install and operate follow spots	TBA
CUELGT04C	Operate floor electrics	TBA
CUELGT05C	Record and operate standard lighting cues	TBA
CUELGT07B	Record and operate lighting using advanced techniques	TBA
CUELGT09B	Apply a general knowledge of lighting to work activities	TBA

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CUEPRP03B	Apply a general knowledge of props construction	CUE03
CUESCE05B	Apply a general knowledge of scenic art	CUE03
CUESET05C	Apply set construction techniques	CUE03
CUESMT06C	Plot technical requirements from scores	CUE03
CUESOU01C	Repair and maintain audio equipment	CUE03
CUESOU03C	Operate professional audio equipment	CUE03
CUESOU04C	Mix live audio	CUE03
CUESOU07B	Apply a general knowledge of audio to work activities	CUE03
CUESOU08B	Select and manage microphone and other audio input sources	CUE03
CUESOU09B	Manage and compile audio replay material	CUE03
CUESOU10B	Operate wireless audio equipment	CUE03
CUESOU11B	Set up and operate stage monitor systems	CUE03
CUESOU12B	Set up and operate audio system control networks	CUE03
CUESOU13B	Specify, install and operate audio for an outdoor event	CUE03
CUESTA01C	Install staging elements	CUE03
CUESTA02C	Operate staging elements	CUE03
CUESTA03C	Operate flying systems	CUE03
CUESTA05C	Apply a general knowledge of staging to work activities	CUE03
CUESTA06B	Apply a general knowledge of theatrical rigging	CUE03
CUETEM03C	Establish and manage production requirements and resources	CUE03
CUETEM07B	Tour the production	CUE03
CUETGE15B	Handle physical elements during bump in/bump out	CUE03
CUFCMP301A	Implement copyright arrangements	CUF07
CUFCMP501A	Manage and exploit copyright arrangements	CUF07
CUFDIG201A	Maintain interactive content	CUF07

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CUFDIG302A	Author interactive sequences	CUF07
CUFDIG303A	Produce and prepare photo images	CUF07
CUFDIG401A	Author interactive media	CUF07
CUFDIG402A	Design user interfaces	CUF07
CUFDIG403A	Create user interfaces	CUF07
CUFDIG502A	Design web environments	CUF07
CUFGMT301A	Repair and maintain production equipment	CUF07
CUFIND201A	Develop and apply creative arts industry knowledge	CUF07
CUFIND301A	Work effectively in the screen and media industries	TBA
CUFIND401A	Provide services on a freelance basis	CUF07
CUFIND402A	Develop screen and media specialist expertise	CUF07
CUFLGT101A	Apply a general knowledge of lighting to work activities	CUF07
CUFLGT301A	Prepare, install and test lighting equipment	CUF07
CUFPOS201A	Perform basic vision and sound editing	CUF07
CUFPOS402A	Manage media assets	CUF07
CUFPPM602A	Plan and manage film and media post-production	CUF07
CUFRES201A	Collect and organise content for broadcast or publication	CUF07
CUFRES401A	Conduct research	CUF07
CUFSOU204A	Perform basic sound editing	CUF07
CUFSOU301A	Prepare audio assets	CUF07
CUFSOU302A	Compile audio material for broadcast	CUF07
CUFWRT301A	Write content for a range of media	CUF07
CUFWRT401A	Edit texts	CUF07
CUVADM08B	Develop and manage public relations strategies	CUV03
CUVADM10B	Research and utilise revenue and funding opportunities	CUV03

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CUVADM13B	Research and critique cultural work(s)	CUV03
CUVCOR02B	Develop and articulate concept for own work	CUV03
CUVPHI514A	Employ colour management in a digital imaging workplace	CUV03
CUVPRP02B	Develop understanding of own Aboriginal or Torres Strait Islander identity	CUV03
CUVVSP14B	Apply techniques to produce drawings	CUV03
FNSICGEN402B	Participate in negotiations	FNS04
FNSICORG501B	Develop a budget	FNS04
FNSICORG502B	Manage a budget	FNS04
FNSICORG609B	Develop and manage financial systems	FNS04
HLTFA201A	Provide basic emergency life support	HLT07
HLTFA301B	Apply first aid	HLT07
ICAA5144B	Determine best-fit topology for a local network	ICA05
ICAI5172B	Implement backbone technologies in a local area network	ICA05
ICAS4191B	Maintain website performance	ICA05
ICAS5199B	Manage business websites and servers	ICA05
ICAS5203B	Evaluate and select a web hosting service	ICA05
ICAT4221B	Locate equipment, system and software faults	ICA05
ICAU1128B	Operate a personal computer	ICA05
ICAU1133B	Send and retrieve information using web browsers and email	ICA05
ICAU1204B	Locate and use relevant on-line information	ICA05
ICAU2005B	Operate computer hardware	ICA05
ICAU2006B	Operate computing packages	ICA05
ICAU3019B	Migrate to new technology	ICA05
ICAU3126B	Use advanced features of computer applications	ICA05

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ICPMM296A	Create and test a CD-ROM / DVD	TBA
MEM18001C	Use hand tools	TBA
MEM18002B	Use power tools/hand held operations	TBA
PSPPROC602B	Direct the management of contracts	TBA
SITTVAF001A	Provide venue information and assistance	SIT07
SITXEVT002A	Provide event staging support	SIT07
SITXEVT003A	Process and monitor event registrations	SIT07
SITXEVT004A	Coordinate on-site event registrations	SIT07
SITXEVT009A	Develop event concepts	SIT07
SITXEVT010A	Evaluate and address event regulatory requirements	SIT07
SITXEVT011A	Develop crowd control plans and procedures	SIT07
SITXEVT012A	Select event venues and sites	SIT07
SITXEVT013A	Manage event staging	SIT07
SITXEVT014A	Develop conference programs	SIT07
SITXEVT015A	Manage exhibitions	SIT07
SITXEVT016A	Organise and monitor event infrastructure	SIT07
SITXEVT017A	Provide on-site event management services	SIT07
SITXEVT019A	Manage multi-venue events	SIT07
SITXFIN007A	Manage physical assets	SIT07
SITXHRM004A	Manage volunteers	SIT07
SITXMPR001A	Coordinate production of brochures and marketing materials	SIT07
SRXFAC009B	Plan, develop and commission facility development	TBA
TAAASS401C	Plan and organise assessment	TAA04
TAAASS402C	Assess competence	TAA04
TAADEL401B	Plan and organise group-based delivery	TAA04

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TAADEL402B	Facilitate group-based learning	TAA04
TAADEL403B	Facilitate individual learning	TAA04
TAADES501B	Design and develop learning strategies	TAA04
TAADES502B	Design and develop learning resources	TAA04
TAAENV501B	Maintain and enhance professional practice	TAA04

Mapping to Previous Training Package

Mapping to Previous Training Package

1. Mapping of qualifications

Qualification code and title CUS01	Qualification code and title CUS09	Mapping details
CUS10101 Certificate I in Music Industry (Foundation)	CUF10107 Certificate I in Creative Industries	Qualification deleted and replaced by importing CUF10107 Certificate I in Creative Industries from the CUF07 Screen and Media Training Package.
CUS20101 Certificate II in Music Industry (Foundation)	CUS20109 Certificate II in Music	Outcomes deemed as equivalent to CUS20101.
CUS30101 Certificate III in Music	CUS30109 Certificate III in Music	Outcomes deemed as equivalent to CUS30101.
CUS30201 Certificate III in Music Industry (Technical Production)	CUS30209 Certificate III in Technical Production	Qualification deleted and replaced by a flexible cross-industry qualification: CUS30209 Certificate III in Technical Production.
CUS30301 Certificate III in Music Industry (Business)	CUS30309 Certificate III in Music Business	Outcomes deemed as equivalent to CUS30301.
CUS40101 Certificate IV in Music	CUS40109 Certificate IV in Music	Outcomes deemed as equivalent to CUS40101.

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Qualification code and title CUS01	Qualification code and title CUS09	Mapping details
CUS40201 Certificate IV in Music Industry (Technical Production)	CUS40209 Certificate IV in Sound Production	Qualification deleted and replaced by a flexible cross-industry qualification: CUS40209 Certificate IV in Sound Production.
CUS40301 Certificate IV in Music Industry (Business)	CUS40309 Certificate IV in Music Business	Outcomes deemed as equivalent to CUS40301.
CUS50101 Diploma of Music	CUS50109 Diploma of Music	Outcomes deemed as equivalent to CUS50101.
CUS50201 Diploma of Music Industry (Technical Production)	CUS50209 Diploma of Sound Production	Qualification deleted and replaced by a flexible cross-industry qualification: CUS50209 Diploma of Sound Production.
CUS50301 Diploma of Music Industry (Business)	CUS50309 Diploma of Music Business	Outcomes deemed as equivalent to CUS50301.
CUS60101 Advanced Diploma of Music	CUS60109 Advanced Diploma of Music	Outcomes deemed as equivalent to CUS60101.
CUS60201 Advanced Diploma of Music Industry (Technical Production)	CUS60209 Advanced Diploma of Sound Production	Qualification deleted and replaced by a flexible cross-industry qualification: CUS60209 Advanced Diploma of Sound Production.
CUS60301 Advanced Diploma of Music Industry (Business)	CUS60309 Advanced Diploma of Music Business	Outcomes deemed as equivalent to CUS60301.

2. Mapping of units of competency

Unit code and title CUS01	Unit code and title CUS09	Mapping details
CUSADM01A Purchase or hire equipment/supplies	Nil	Unit deleted. Content covered by importing BSBPUR301B Purchase goods and services. Not equivalent.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
CUSADM02A Coordinate the purchase or hire of equipment/supplies	Nil	Unit deleted. Content covered by importing BSBPUR401B Plan purchasing. Not equivalent.
CUSADM03A Manage a project	Nil	Unit deleted. Content covered by importing BSBPMG510A Manage projects. Not equivalent.
CUSADM04A Manage a major project	Nil	Unit deleted. Content covered by importing BSBPMG501A Manage application of project integrative processes and BSBPMG601A Direct the integration of projects. Not equivalent.
CUSADM05A Develop and implement a business/strategic plan	Nil	Unit deleted. Content covered by importing BSBMGT616A Develop and implement strategic plans and BSBMGT617A Develop and implement a business plan. Not equivalent.
CUSADM06A Develop and implement an operational plan	Nil	Unit deleted. Content covered by importing BSBMGT515A Manage operational plan. Not equivalent.
CUSADM07A Establish and maintain work and contractual relationships	Nil	Unit deleted. Content covered in CUSIND301A Work effectively in the music industry. Not equivalent.
CUSADM08A Address copyright requirements	Nil	Unit deleted. Content covered by importing CUFCMP301A Implement copyright arrangements and CUFCMP501A Manage and exploit copyright arrangements. Not equivalent.
CUSADM09A Address legal and administrative requirements	Nil	Unit deleted. Content covered by importing BSBSMB401A Establish legal and risk management requirements of small business. Not equivalent.
CUSADM10A Establish and manage contracts	Nil	Unit deleted. Content covered in CUSPUR501A Establish and manage recording contracts and by importing BSBPUR402B Negotiate contracts. Not equivalent.
CUSBAD03A Administer	CUSADM301A	Unit has been updated and is equivalent

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Unit code and title CUS01	**Unit code and title CUS09**	**Mapping details**
operations for performances and rehearsals	Administer operations for rehearsals and performances	to CUSBAD03A.
CUSBAD06A Source and secure appropriate performance venues	CUSEVT301A Book performance venues	Unit has been updated and is equivalent to CUSBAD06A.
CUSBAD13A Assess performing and recording deals	Nil	Unit deleted. Content covered in CUSIND301A Work effectively in the music industry. Not equivalent.
CUSBAD15A Manage risk and crises for an act of show	Nil	Unit deleted. Content covered by importing BSBRSK501A Manage risk. Not equivalent.
CUSBAD18A Manage artists and their careers	CUSMGT502A Manage artists and their careers	Unit has been updated and is equivalent to CUSBAD18A.
CUSBFI12A Calculate, collect and distribute publishing income	Nil	Unit deleted. Content covered in CUSMGT402A Administer music publishing income and CUSMGT404A Administer artists' royalty income. Not equivalent.
CUSBGE01A Develop and update music industry knowledge	Nil	Unit deleted. Content covered by importing CUFIND201A Develop and apply creative arts industry knowledge. Not equivalent.
CUSBGE11A Plan a career in music	CUSIND302A Plan a career in the creative arts industry	Unit has been updated and is equivalent to CUSBGE11A.
CUSBGE16A Maintain self or group in business	Nil	Unit deleted. Content covered by importing BSBSMB306A Plan a home-based business and BSBSMB405A Monitor and manage small business operations. Not equivalent.
CUSBGE17A Maintain and apply music industry knowledge	Nil	Unit deleted. Content covered in CUSIND501A Apply music knowledge and artistic judgement. Not equivalent.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
CUSBMA04A Develop and promote image	Nil	Unit deleted. Content covered in CUSMKG301A Assist with the promotion of creative acts and CUSMKG501A Manage the promotion of creative acts. Not equivalent.
CUSBMA05A Promote the act to obtain deals	Nil	Unit deleted. Content covered in CUSMKG301A Assist with the promotion of creative acts and CUSMKG501A Manage the promotion of creative acts. Not equivalent.
CUSBMA07A Assess the feasibility of an act for promotion	Nil	Unit deleted. Content covered in CUSMKG301A Assist with the promotion of creative acts and CUSMKG501A Manage the promotion of creative acts. Not equivalent.
CUSBMA09A Promote own artistic work	Nil	Unit deleted. Content covered by importing CUFIND401A Provide services on a freelance basis. Not equivalent.
CUSBMA10A Determine publicity opportunities for an artistic event	Nil	Unit deleted. Content covered by importing CUVADM08B Develop and manage public relations strategies. Not equivalent.
CUSBMA14A Manage, promote and negotiate licensing on published works	CUSMGT403A Manage licensing of music	Unit has been updated and is equivalent to CUSBMA14A.
CUSBRA19A Develop artists and repertoire	CUSMGT503A Develop artists and repertoire	Unit has been updated and is equivalent to CUSBRA19A.
CUSFIN01A Finance a project	CUSFIM501A Secure funding for projects	Unit has been updated and is equivalent to CUSFIN01A.
CUSGEN01A Use and adapt to changes in technology	Nil	Unit deleted. Content covered in CUSIND301A Work effectively in the music industry and by importing ICAU3019B Migrate to new technology. Not equivalent.

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Unit code and title CUS01	**Unit code and title CUS09**	**Mapping details**
CUSGEN02B Work in a culturally diverse environment	Nil	Unit deleted. Content covered by importing BSBDIV301A Work effectively with diversity. Not equivalent.
CUSGEN03B Collaborate with colleagues in planning and producing a project	Nil	Unit deleted. Content covered by importing BSBWOR502A Ensure team effectiveness. Not equivalent.
CUSGEN04A Participate in negotiations	Nil	Unit deleted. Content covered by importing FNSICGEN402B Participate in negotiations. Not equivalent.
CUSGEN05B Make presentations	Nil	Unit deleted. Content covered by importing BSBCMM401A Make a presentation. Not equivalent.
CUSLRN01A Provide musical leadership in performance	CUSMPF508A Provide musical leadership in performance	Unit has been updated and is equivalent to CUSLRN01A.
CUSLRN02A Provide instrumental / vocal tuition	CUSLED501A Provide instrumental or vocal tuition	Unit has been updated and is equivalent to CUSLRN02A.
CUSLRN03A Provide tuition for composition	CUSLED502A Provide tuition for composition	Unit has been updated and is equivalent to CUSLRN03A.
CUSLRN04A Prepare for and lead a music rehearsal	CUSMPF607A Lead music rehearsals	Unit has been updated and is equivalent to CUSLRN04A.
CUSLRN05A Direct or conduct music in performance	CUSMPF606A Conduct musical performances	Unit has been updated and is equivalent to CUSLRN05A.
CUSMAR01A Promote products and services	Nil	Unit deleted. Content covered by importing BSBMKG413A Promote products and services. Not equivalent.
CUSMCP01A Contribute creative music ideas to a project	Nil	Unit deleted. Content covered by importing BSBCRT301A Develop and extend critical and creative thinking

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Unit code and title CUS01	**Unit code and title CUS09**	**Mapping details**
		skills. Not equivalent.
CUSMCP02A Compose a simple song or tune	Nil	Unit deleted. Content covered in CUSMCP301A Compose simple songs or musical pieces, CUSMCP302A Write song lyrics and CUSMCP303A Develop simple musical pieces using electronic media. Not equivalent.
CUSMCP03A Create a simple accompaniment for a song or tune	Nil	Unit deleted. Content covered in CUSMCP301A Compose simple songs or musical pieces, CUSMCP302A Write song lyrics and CUSMCP303A Develop simple musical pieces using electronic media. Not equivalent.
CUSMCP04A Compose songs or tunes in a range of styles	Nil	Unit deleted. Content covered in CUSMCP301A Compose simple songs or musical pieces, CUSMCP302A Write song lyrics and CUSMCP303A Develop simple musical pieces using electronic media. Not equivalent.
CUSMCP05A Create original music	Nil	Unit deleted. Content covered in CUSMCP402A Develop techniques for composing music and CUSMCP601A Extend techniques for composing music. Not equivalent.
CUSMCP06A Compose music for screen using electronic media	Nil	Unit deleted. Content covered in CUSMCP501A Compose music using electronic media, CUSMCP502A Compose music for screen and CUSSOU505A Compile music for soundtracks. Not equivalent.
CUSMCP07A Prepare compositions for performance / publishing	Nil	Unit deleted. Content covered in CUSMLT401A Notate music for performance and CUSMCP503A Prepare compositions for publishing. Not equivalent.
CUSMCP08A Arrange music for a brief	CUSMCP401A Develop techniques for arranging music	Unit has been updated and is equivalent to CUSMCP08A.

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Unit code and title CUS01	**Unit code and title CUS09**	**Mapping details**
CUSMCP09A Arrange music for screen	Nil	Unit deleted. Content covered in CUSMCP401A Develop techniques for arranging music. Not equivalent.
CUSMCP10A Interpret, confirm and create music for a brief	CUSMCP402A Develop techniques for composing music	Unit has been updated and is equivalent to CUSMCP10A.
CUSMCP11A Compose music for screen	Nil	Unit deleted. Content covered in CUSMCP502A Compose music for screen and CUSSOU505A Compile music for soundtracks. Not equivalent.
CUSMGE01A Maintain self or group in music	Nil	Unit deleted. Content covered in CUSIND302A Plan a career in the creative arts industry, CUSMPF401A Rehearse music for group performances and CUSMPF403A Develop repertoire as part of a backup group. Not equivalent.
CUSMGE02A Develop self as artist	Nil	Unit deleted. Content covered in CUSIND401A Develop specialist expertise in the music industry, CUSMLT501A Refine aural-perception skills and CUSIND501A Apply music knowledge and artistic judgement. Not equivalent.
CUSMGE03A Use instruments, equipment and/or electronic technology for making music	Nil	Unit deleted. Content incorporated into CUSMCP501A Compose music using electronic media and CUSMPF409A Perform music using digital media. Not equivalent.
CUSMGE04A Analyse music	CUSMLT601A Analyse music	Unit has been updated and is equivalent to CUSMGE04A.
CUSMGE05A Write music copy, articles, criticism and/or program notes	CUSWRT501A Write about music	Unit has been updated and is equivalent to CUSMGE05A.
CUSMGE06A Read music	Nil	Unit deleted. Content covered in CUSMPF204A Play music from simple

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
		written notation and CUSMLT303A Notate music. Not equivalent.
CUSMGE07A Analyse harmony	CUSMLT602A Analyse harmony	Unit has been updated and is equivalent to CUSMGE07A.
CUSMGE08A Use the internet to access and modify music	Nil	Unit deleted. Content covered by importing CUFCMP301A Implement copyright arrangements. Not equivalent.
CUSMGE09A Use MIDI devices or software to perform music	CUSMPF202A Incorporate music technology into performance	Unit has been updated and is equivalent to CUSMGE09A.
CUSMGE10A Use MIDI devices and/or software to compose music	Nil	Unit deleted. Content covered in CUSMCP303A Develop simple musical pieces using electronic media. Not equivalent.
CUSMGE11A Develop music knowledge and listening skills	Nil	Unit deleted. Content covered in CUSMLT201A Develop and apply musical ideas and listening skills and CUSMLT202A Apply knowledge of music culture to music making. Not equivalent.
CUSMGE12A Maintain and expand music knowledge and critical listening skills	Nil	Unit deleted. Content covered in CUSMLT301A Apply knowledge of genre to music making, CUSMLT302A Develop and apply aural-perception skills and CUSMLT501A Refine aural-perception skills. Not equivalent.
CUSMGE13A Apply music knowledge and artistic judgement	CUSIND501A Apply music knowledge and artistic judgement	Unit has been updated and is equivalent to CUSMGE13A.
CUSMGE14A Read music for performance and analysis	CUSMPF410A Perform music from written notation	Unit has been updated and is equivalent to CUSMGE14A.
CUSMPF01A Develop basic technical skills for playing or singing music	CUSMPF101A Develop skills to play or sing music	Unit has been updated and is equivalent to CUSMPF01A.

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Unit code and title CUS01	**Unit code and title CUS09**	**Mapping details**
CUSMPF02A Develop technical skills for playing or singing music	CUSMPF201A Play or sing simple musical pieces	Unit has been updated and is equivalent to CUSMPF02A.
CUSMPF03A Develop and maintain stagecraft skills	CUSMPF402A Develop and maintain stagecraft skills	Unit has been updated and is equivalent to CUSMPF03A.
CUSMPF04A Prepare self for performance	Nil	Unit deleted. Content covered in CUSMPF302A Prepare for performances, CUSMPF401A Rehearse music for group performances and CUSMPF501A Prepare a program for performance. Not equivalent.
CUSMPF05A Rehearse music for performance	CUSMPF401A Rehearse music for group performances	Unit has been updated and is equivalent to CUSMPF05A.
CUSMPF06A Extend technical skills in performance	CUSMPF301A Develop technical skills in performance	Unit has been updated and is equivalent to CUSMPF06A.
CUSMPF07A Plan, prepare and perform for a demo recording	Nil	Unit deleted. Content covered in CUSMPF304A Make a music demo and CUSMPF302A Prepare for performances. Not equivalent.
CUSMPF08A Contribute to backup accompaniment for a performance	CUSMPF303A Contribute to backup accompaniment	Unit has been updated and is equivalent to CUSMPF08A.
CUSMPF09A Evaluate and extend performance technique	CUSMPF405A Develop instrumental techniques	Unit has been updated and is equivalent to CUSMPF09A.
CUSMPF10A Develop and practise improvisation	CUSMPF305A Develop improvisation skills	Unit has been updated and is equivalent to CUSMPF10A.
CUSMPF11A Perform music as part of a group	CUSMPF404A Perform music as part of a group	Unit has been updated and is equivalent to CUSMPF11A.
CUSMPF12A Plan, prepare and present a live	CUSMPF507A Present	Unit has been updated and is equivalent

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
audition program	live audition programs	to CUSMPF12A.
CUSMPF13A Plan and prepare a program for performance	CUSMPF501A Prepare a program for performance	Unit has been updated and is equivalent to CUSMPF13A.
CUSMPF14A Perform accompaniment	CUSMPF503A Perform accompaniment	Unit has been updated and is equivalent to CUSMPF14A.
CUSMPF15A Perform music as a soloist	CUSMPF406A Perform music as a soloist	Unit has been updated and is equivalent to CUSMPF15A.
CUSMPF16A Perform improvisation for audience	CUSMPF505A Perform improvisation for audiences	Unit has been updated and is equivalent to CUSMPF16A.
CUSMPF17A Develop technical skills and expand repertoire	CUSMPF506A Develop technical skills and expand repertoire	Unit has been updated and is equivalent to CUSMPF17A.
CUSMPF18A Refine performance technique and expand repertoire	Nil	Unit deleted. Content covered in CUSMPF603A Refine performance techniques and expand repertoire and CUSMPF501A Prepare a program for performance. Not equivalent.
CUSMPF19A Use private practice to refine performance technique	Nil	Unit deleted. Content covered in CUSMPF603A Refine performance techniques and expand repertoire. Not equivalent.
CUSMPF20A Plan, prepare and present a recital performance	CUSMPF601A Present a music performance	Unit has been updated and is equivalent to CUSMPF20A.
CUSRAD01A Collect and organise information	Nil	Unit deleted. Content covered by importing BSBINM301A Organise workplace information and CUFRES201A Collect and organise content for broadcast or publication. Not equivalent.
CUSRAD02A Conduct	Nil	Unit deleted. Content covered by

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
research		importing CUFRES401A Conduct research. Not equivalent.
CUSSAF01A Follow safe practices in performing and/or listening to music	Nil	Unit deleted. Content covered by importing BSBOHS201A Participate in OHS processes. Not equivalent.
CUSSAF02A Follow health, safety and security procedures in the music industry	CUSOHS301A Follow occupational health and safety procedures	Unit has been updated and is equivalent to CUSSAF02A.
CUSSOU01A Transport and set up instruments and equipment	Nil	Unit deleted. Content covered by importing CUETGE15B Handle physical elements safely during bump in/bump out. Not equivalent.
CUSSOU02A Operate a portable audio recorder	Nil	Unit deleted. Content covered in CUSSOU201A Assist with sound recordings, and by importing CUFSOU302A Compile audio material for broadcast. Not equivalent.
CUSSOU03A Transfer sound	Nil	Unit deleted. Content covered by importing CUFSOU204A Perform basic sound editing. Not equivalent.
CUSSOU04A Record sound	CUSSOU201A Assist with sound recordings	Unit has been updated and is equivalent to CUSSOU04A.
CUSSOU05B Install, align and test audio equipment	Nil	Unit deleted. Content covered in CUSSOU303A Set up and disassemble audio equipment. Not equivalent.
CUSSOU06A Lay soundtracks	Nil	Unit deleted. Content covered in CUSSOU302A Record and mix a basic music demo and CUSSOU406A Record sound on location. Not equivalent.
CUSSOU07A Edit sound using analogue systems	Nil	Unit deleted. Content covered by importing CUFSOU204A Perform basic sound editing. Not equivalent.
CUSSOU08A Operate sound reinforcement systems	CUSSOU301A Provide sound reinforcement	Unit has been updated and is equivalent to CUSSOU08A.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
CUSSOU09A Mix sound sources	Nil	Unit deleted. Content covered in CUSSOU302A Record and mix a basic music demo. Not equivalent.
CUSSOU10A De-noise soundtracks	Nil	Unit deleted. Content covered in CUSSOU304A Restore audio tracks. Not equivalent.
CUSSOU11A Operate sound mixing console	Nil	Unit deleted. Content covered in CUSSOU302A Record and mix a basic music demo and by importing CUESOU04C Mix live audio. Not equivalent.
CUSSOU12A Edit sound using digital systems	Nil	Unit deleted. Content covered by importing CUFSOU204A Perform basic sound editing. Not equivalent.
CUSSOU13A Set up, operate and de-rig portable sound recording equipment	Nil	Unit deleted. Content covered in CUSSOU303A Set up and disassemble audio equipment. Not equivalent.
CUSSOU14A Breakdown soundtrack	CUSSOU305A Analyse soundtracks	Unit has been updated and is equivalent to CUSSOU14A.
CUSSOU15A Create a final sound balance	CUSSOU504A Create a final sound balance	Unit has been updated and is equivalent to CUSSOU15A.
CUSSOU16A Develop sound design	CUSSOU501A Develop sound designs	Unit has been updated and is equivalent to CUSSOU16A.
CUSSOU17A Develop and implement sound production for a recording	CUSSOU502A Produce sound recordings	Unit has been updated and is equivalent to CUSSOU17A.
CUSSOU18A Manage production for sound design	CUSSOU601A Manage production of sound designs	Unit has been updated and is equivalent to CUSSOU18A.
CUSSOU19A Manage production for sound recording	CUSSOU602A Manage production of sound recordings	Unit has been updated and is equivalent to CUSSOU19A.
CUSSOU20A Prepare and compile music for a	CUSSOU505A Compile music for	Unit has been updated and is equivalent

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Unit code and title CUS01	**Unit code and title CUS09**	**Mapping details**
soundtrack	soundtracks	to CUSSOU20A.
CUSSOU21A Direct a final audio master	Nil	Unit deleted. Content covered in CUSSOU504A Create a final sound balance. Not equivalent.
CUSSOU22A Implement sound design	CUSSOU503A Implement sound designs	Unit has been updated and is equivalent to CUSSOU22A.
CUSSOU23A Specify sound system	CUSSOU402A Develop and implement sound plans	Unit has been updated and is equivalent to CUSSOU23A.
CUSSOU024A Edit sound using computerised digital equipment/ systems	Nil	Unit deleted. Content covered by importing CUFSOU204A Perform basic sound editing. Not equivalent.
CUSTGE01A Supervise technical operations	Nil	Unit deleted. Content covered by importing CUETEM03C Establish and manage production requirements and resources. Not equivalent.
CUSIND301A Work effectively in the music industry	CUSIND301B Work effectively in the music industry	Unit required knowledge enhanced to emphasise sustainability knowledge for screen and media.
Nil	CUSIND401A Develop specialist expertise in the music industry	New unit – no equivalent in CUS01.
Nil	CUSMCP301A Compose simple songs or musical pieces	New unit – no equivalent in CUS01.
Nil	CUSMCP302A Write song lyrics	New unit – no equivalent in CUS01.
Nil	CUSMCP303A Develop simple musical pieces using electronic media	New unit – no equivalent in CUS01.
Nil	CUSMCP501A Compose music using	New unit – no equivalent in CUS01.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
	electronic media	
Nil	CUSMCP502A Compose music for screen	New unit – no equivalent in CUS01.
Nil	CUSMCP503A Prepare compositions for publishing	New unit – no equivalent in CUS01.
Nil	CUSMCP601A Extend techniques for composing music	New unit – no equivalent in CUS01.
Nil	CUSMCP602A Extend techniques for arranging music	New unit – no equivalent in CUS01.
Nil	CUSMGT401A Manage distribution of music and associated products	New unit – no equivalent in CUS01.
Nil	CUSMGT402A Administer music publishing income	New unit – no equivalent in CUS01.
Nil	CUSMGT404A Administer artists' royalty income	New unit – no equivalent in CUS01.
Nil	CUSMKG301A Assist with the promotion of creative acts	New unit – no equivalent in CUS01.
Nil	CUSMKG501A Manage the promotion of creative acts	New unit – no equivalent in CUS01.
Nil	CUSMLT201A Develop and apply musical ideas and listening skills	New unit – no equivalent in CUS01.
Nil	CUSMLT202A Apply knowledge of music	New unit – no equivalent in CUS01.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
	culture to music making	
Nil	CUSMLT301A Apply knowledge of genre to music making	New unit – no equivalent in CUS01.
Nil	CUSMLT302A Develop and apply aural-perception skills	New unit – no equivalent in CUS01.
Nil	CUSMLT303A Notate music	New unit – no equivalent in CUS01.
Nil	CUSMLT401A Notate music for performance	New unit – no equivalent in CUS01.
Nil	CUSMLT402A Articulate ideas about music	New unit – no equivalent in CUS01.
Nil	CUSMLT403A Analyse functional harmony	New unit – no equivalent in CUS01.
Nil	CUSMLT501A Refine aural-perception skills	New unit – no equivalent in CUS01.
Nil	CUSMLT502A Apply concepts about the impact of music to professional practice	New unit – no equivalent in CUS01.
Nil	CUSMPF102A Develop ensemble skills to perform simple musical parts	New unit – no equivalent in CUS01.
Nil	CUSMPF203A Develop ensemble skills for playing or singing music	New unit – no equivalent in CUS01.
Nil	CUSMPF204A Play music from simple written notation	New unit – no equivalent in CUS01.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
Nil	CUSMPF302A Prepare for performances	New unit – no equivalent in CUS01.
Nil	CUSMPF304A Make a music demo	New unit – no equivalent in CUS01.
Nil	CUSMPF403A Develop repertoire as part of a backup group	New unit – no equivalent in CUS01.
Nil	CUSMPF407A Develop vocal techniques	New unit – no equivalent in CUS01.
Nil	CUSMPF408A Develop performance techniques on a second instrument	New unit – no equivalent in CUS01.
Nil	CUSMPF409A Perform music using digital media	New unit – no equivalent in CUS01.
Nil	CUSMPF502A Incorporate interactive technology into performance	New unit – no equivalent in CUS01.
Nil	CUSMPF602A Manage stagecraft aspects of performances	New unit – no equivalent in CUS01.
Nil	CUSMPF603A Refine performance techniques and expand repertoire	New unit – no equivalent in CUS01.
Nil	CUSMPF604A Extend improvisation techniques	New unit – no equivalent in CUS01.
Nil	CUSMPF605A Develop advanced	New unit – no equivalent in CUS01.

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Unit code and title CUS01	Unit code and title CUS09	Mapping details
	vocal techniques	
Nil	CUSPUR501A Establish and manage recording contracts	New unit – no equivalent in CUS01.
Nil	CUSSOU202A Mix sound in a broadcasting environment	New unit – no equivalent in CUS01.
Nil	CUSSOU302A Record and mix a basic music demo	New unit – no equivalent in CUS01.
Nil	CUSSOU303A Set up and disassemble audio equipment	New unit – no equivalent in CUS01.
Nil	CUSSOU304A Restore audio tracks	New unit – no equivalent in CUS01.
Nil	CUSSOU401A Record sound	New unit – no equivalent in CUS01.
Nil	CUSSOU403A Perform advanced sound editing	New unit – no equivalent in CUS01.
Nil	CUSSOU404A Edit dialogue	New unit – no equivalent in CUS01.
Nil	CUSSOU405A Mix recorded music	New unit – no equivalent in CUS01.
Nil	CUSSOU406A Record sound on location	New unit – no equivalent in CUS01.
Nil	CUSSOU407A Coordinate location sound recording	New unit – no equivalent in CUS01.

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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 peoples 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?

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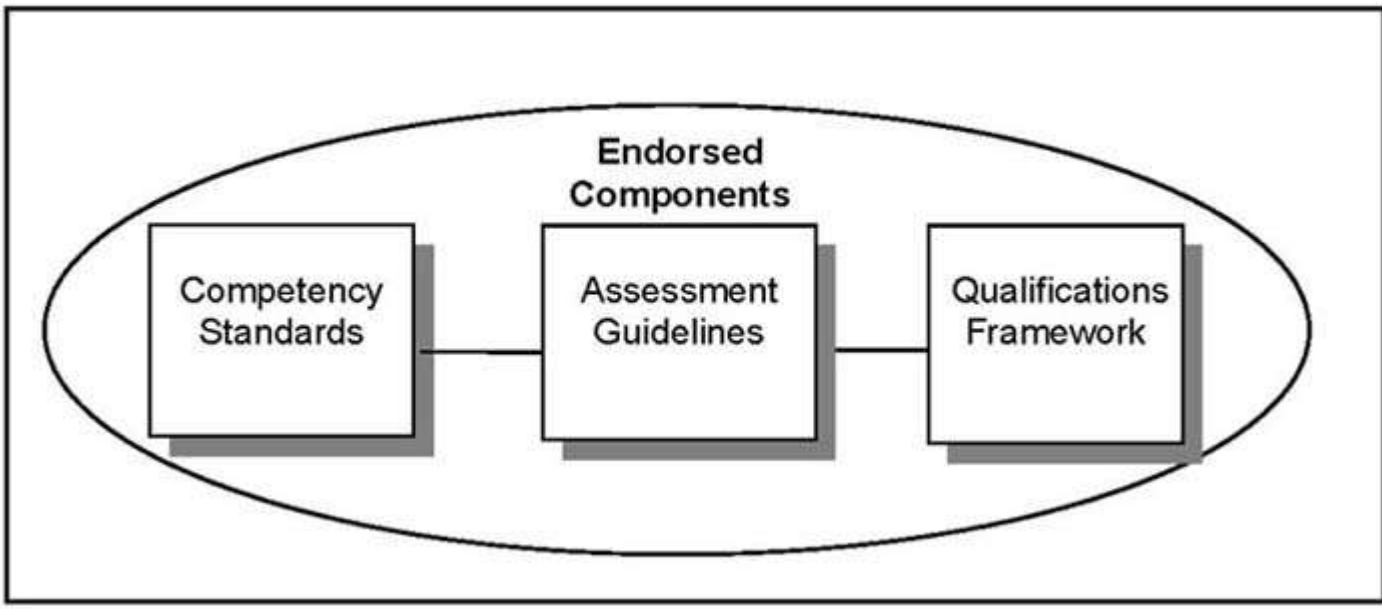
Training and assessment using Training Packages must be conducted by a Registered Training Organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO, as specified in the AQTF 2007.

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

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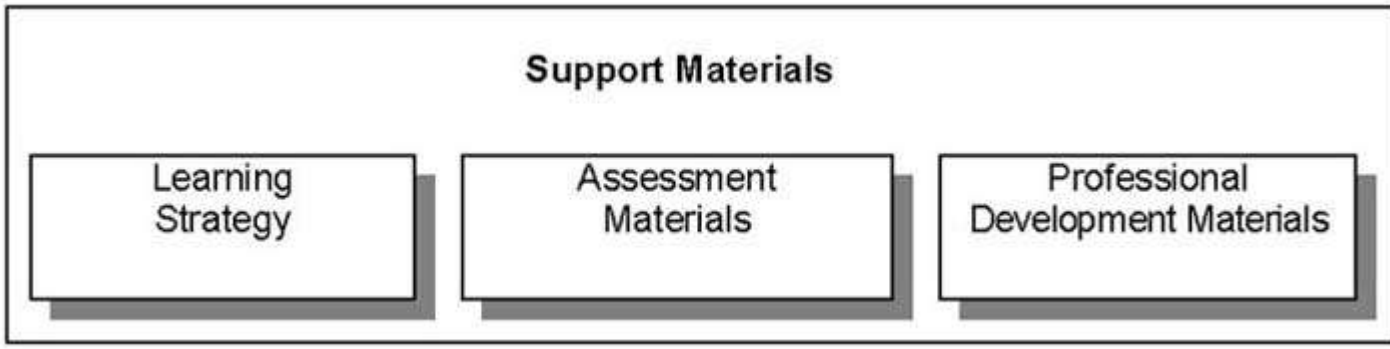
to award AQF qualifications. The rules around which units of competency can be combined to make up a valid AQF qualification in the Training Package are referred to as the "packaging rules". The packaging rules must be followed to ensure the integrity of nationally recognised qualifications issued.

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

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Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example CUS09. 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 CUS20109. 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 CUSADM301A;
- the first three characters signify the Training Package - CUS09 - 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

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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:

• CUS20109 Certificate II in Music

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:

• CUSADM301A Administer operations for rehearsals and performances

Historical and General Information

The Music 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.

The Music Training Package was first developed and endorsed in 2001 under the original title of CUS01 Music Industry Training Package.

This revised CUS09 version is based on a comprehensive review of industry trends and feedback on CUS01 from both industry and training providers. 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 review and redevelopment of the national music qualifications were undertaken within a context of consultation and feedback from industry and training providers. A number of principles, which reflect IBSA guiding design principles for qualifications,

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underpin the revisions, including:

- maximising flexibility to ensure the qualifications can meet a range of different needs and contexts, including multi-skilling, specialisation and small or large business focus
- providing clear guidance on how to package units to meet specific job outcomes
- maximising opportunity to draw units from other Training Packages under IBSA coverage to increase flexibility, pathways and recognition
- importing units from Training Packages outside IBSA coverage, e.g. a range of units from the SIT07 Tourism, Hospitality and Events Training Package to address event management skill requirements
- developing qualifications that can be used within other Training Packages, e.g. technical production which is relevant to the CUE03 Entertainment Training Package, and sound production which is relevant to both the CUE03 Entertainment Training Package and the CUF07 Screen and Media Training Package.

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.

The cultural industries comprise screen and media, music and entertainment, museum

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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)

Advances in digital technology and the internet as a mass, global communication network have had a dramatic effect on the way music is performed, recorded, promoted and distributed. Significant shifts include:

- the proliferation of home studios equipped with digital audio workstations that enable musicians and bands to record and mix their own singles and albums
- a decline in sales of physical products such as CDs, countered by a dramatic rise in digital sales through outlets such as iTunes and mobile phone companies
- new business models which extend the range of services and products covered in contracts with performers
- new approaches to music distribution through the internet
- new forms of online marketing which tap into social networking sites that allow musicians to communicate directly with fans
- entry of new participants in the music industry, such as mobile phone companies.

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 ...

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- 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

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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 section 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

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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

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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.

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- 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.

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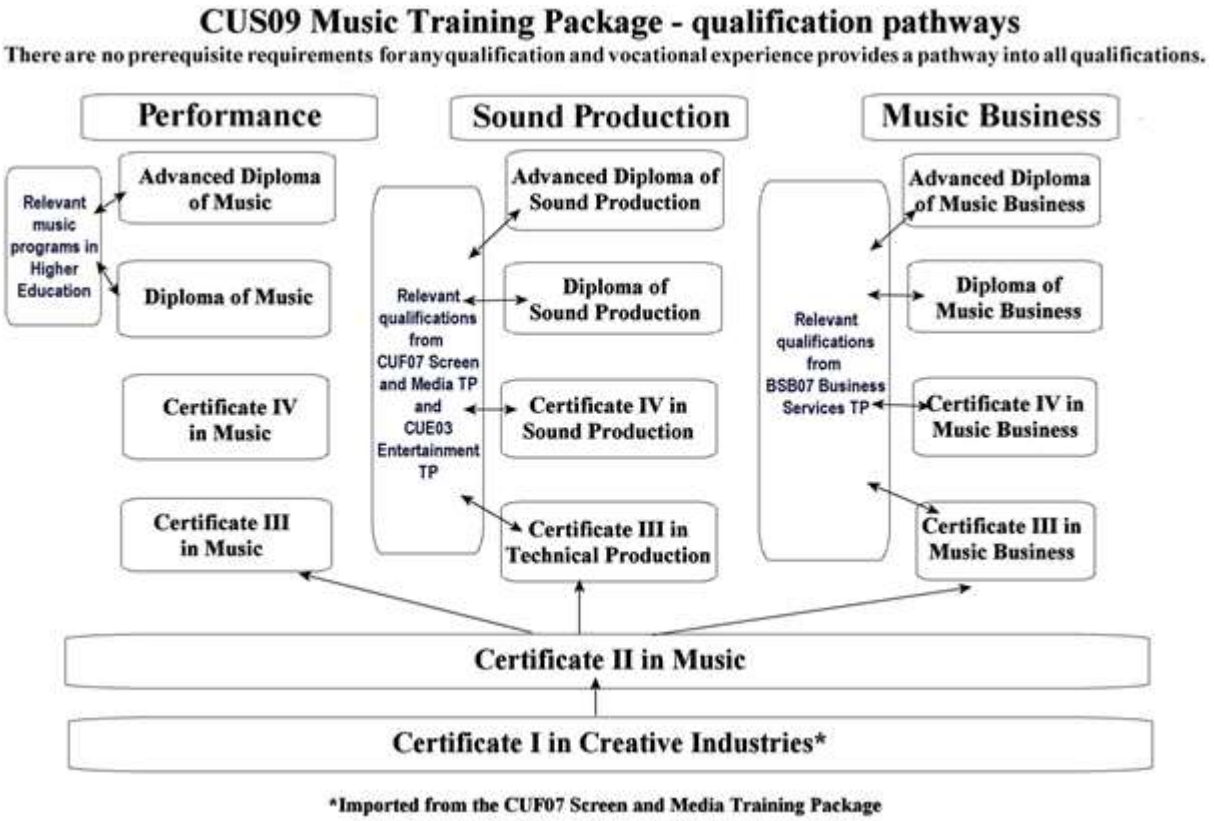
- Generate and evaluate complex ideas through the analysis of information and concepts at an abstract level.
- Demonstrate an expert command of wide-ranging, highly specialised, technical, creative or conceptual skills in complex and highly specialised or varied contexts.
- Demonstrate full responsibility 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.
-

Qualification Pathways

Qualification Pathways

CUS09 Music Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of RTOs 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 pathways chart is provided to show the types of pathways into and from qualifications that are possible with this Training Package. For more information about qualifications and pathways contact Innovation and Business Skills Australia.



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Skill Sets in this Training Package

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

In response to issues raised in the first phase of the CUS01 Music Training Package review in 2005, a music tutor skill set has been developed. This contains a cluster of units addressing the small business and teaching skills required by music teachers who offer private music tuition.

Music tutor skill set

The following pathways chart is provided to show the types of pathways into and from the music tutor skill set.

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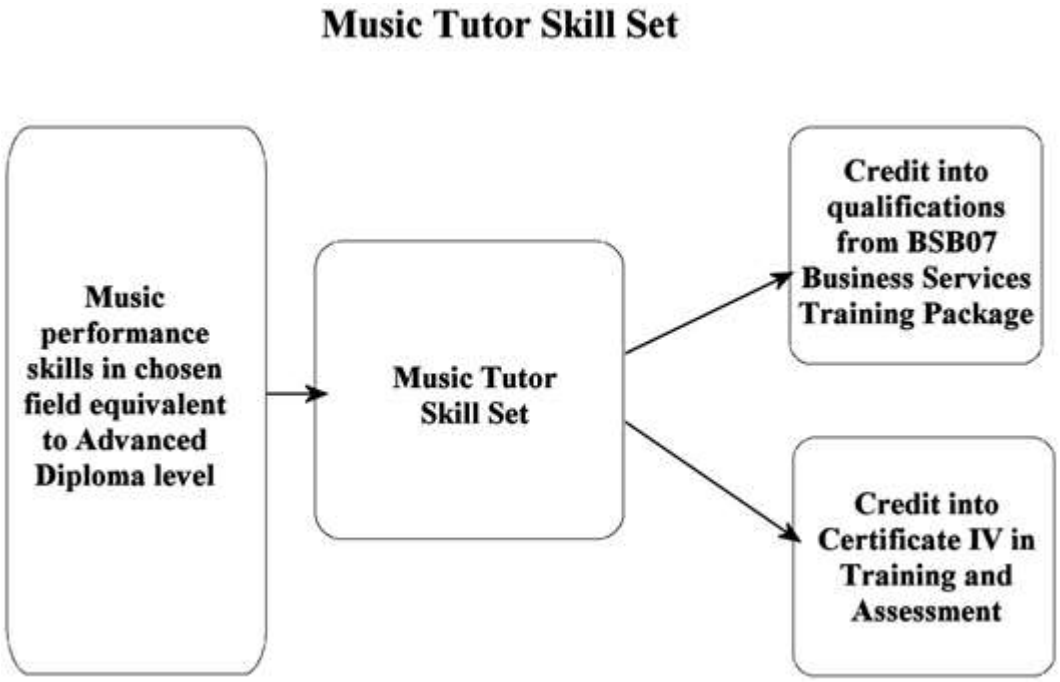
Skill Sets in this Training Package



Industry Requirements for Employability Skills

Employability Skills replacing Key Competency information from 2006

In May 2005, the approach to incorporate Employability Skills within Training Package qualifications and units of competency was endorsed. As a result, from 2006 Employability Skills will progressively replace Key Competency information in Training Packages.

Background to Employability Skills

Employability Skills are also sometimes referred to as generic skills, capabilities or Key Competencies. The Employability Skills discussed here build on the Mayer Committee's Key Competencies, which were developed in 1992 and attempted to describe generic competencies for effective participation in work.

The Business Council of Australia (BCA) and the Australian Chamber of Commerce and Industry (ACCI), produced the *Employability Skills for the Future* report in 2002 in consultation with other peak employer bodies and with funding provided by the Department of Education, Science and Training (DEST) and the Australian National Training Authority (ANTA). Officially released by Dr Nelson (Minister for Education, Science and Training) on 23 May 2002, copies of the report are available from the DEST website at: http://www.dest.gov.au/archive/ty/publications/employability_skills/index.htm.

The report indicated that business and industry now require a broader range of skills than the Mayer Key Competencies Framework and featured an Employability Skills Framework identifying eight Employability Skills*:

- communication

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- teamwork
- problem solving
- initiative and enterprise
- planning and organising
- self-management
- learning
- technology.

The report demonstrated how Employability Skills can be further described for particular occupational and industry contexts by sets of facets. The facets listed in the report are the aspects of the Employability Skills that the sample of employers surveyed identified as being important work skills. These facets were seen by employers as being dependent both in their nature and priority on an enterprise's business activity.

*Personal attributes that contribute to employability were also identified in the report but are not part of the Employability Skills Framework.

Employability Skills Framework

The following table contains the Employability Skills facets identified in the report

Employability Skills for the Future.

Skill	**Facets** Aspects of the skill that employers identify as important. The nature and application of these facets will vary depending on industry and job type.
Communication that contributes to productive	• listening and understanding • speaking clearly and directly
and harmonious relations across employees and customers	• writing to the needs of the audience • negotiating responsively • reading independently • empathising • using numeracy effectively • understanding the needs of internal and external customers • persuading effectively • establishing and using networks

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	• being assertive • sharing information • speaking and writing in languages other than English
Teamwork that contributes to productive working relationships and outcomes	• working across different ages irrespective of gender, race, religion or political persuasion • working as an individual and as a member of a team • knowing how to define a role as part of the team • applying teamwork to a range of situations e.g. futures planning and crisis problem solving • identifying the strengths of team members • coaching and mentoring skills, including giving feedback
Problem solving that contributes to productive outcomes	• developing creative, innovative and practical solutions • showing independence and initiative in identifying and solving problems • solving problems in teams • applying a range of strategies to problem solving • using mathematics, including budgeting and financial management to solve problems • applying problem-solving strategies across a range of areas • testing assumptions, taking into account the context of data and circumstances • resolving customer concerns in relation to complex project issues
Initiative and enterprise that contribute to innovative outcomes	• adapting to new situations • developing a strategic, creative and long-term vision • being creative • identifying opportunities not obvious to others • translating ideas into action

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	• generating a range of options • initiating innovative solutions
Planning and organising that contribute to long and short-term strategic planning	• managing time and priorities - setting time lines, coordinating tasks for self and with others • being resourceful • taking initiative and making decisions • adapting resource allocations to cope with contingencies • establishing clear project goals and deliverables • allocating people and other resources to tasks • planning the use of resources, including time management • participating in continuous improvement and planning processes • developing a vision and a proactive plan to accompany it
	• predicting - weighing up risk, evaluating alternatives and applying evaluation criteria • collecting, analysing and organising information • understanding basic business systems and their relationships
Self-management that contributes to employee satisfaction and growth	• having a personal vision and goals • evaluating and monitoring own performance • having knowledge and confidence in own ideas and visions • articulating own ideas and visions • taking responsibility
Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes	• managing own learning • contributing to the learning community at the workplace • using a range of mediums to learn - mentoring, peer support and networking, IT and courses • applying learning to technical issues (e.g. learning about products) and people issues (e.g.

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	interpersonal and cultural aspects of work) • having enthusiasm for ongoing learning • being willing to learn in any setting - on and off the job • being open to new ideas and techniques • being prepared to invest time and effort in learning new skills • acknowledging the need to learn in order to accommodate change
Technology that contributes to the effective carrying out of tasks	• having a range of basic IT skills • applying IT as a management tool • using IT to organise data • being willing to learn new IT skills • having the OHS knowledge to apply technology • having the appropriate physical capacity

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 checklists 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.

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Industry requirements for Employability Skills

CUS09 Music 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.

CUS09 Music 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.

- 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.

CUS09 Music 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.

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Whole of Industry Qualification Information

CUS09 at a glance

The revised units in CUS09 address key concerns raised during the Phase One review of CUS01 in 2005. Namely:

- Restricting the number of AQF levels at which units can be packaged. With a few exceptions, all units are now recommended for packaging at no more than two AQF levels.
- Eliminating duplication of content between units.
- Broadening the scope of units to include a range of industry contexts where appropriate.
- Using plain English and accepted industry terminology.
- Providing clear guidance on required skills and knowledge and the critical aspects of evidence.
- Embedding relevant employability skills in elements and performance criteria, as well as in the required skills and knowledge sections of all units.
- 'Future-proofing' units against technological change. This has been done by using terms such as 'source media', 'relevant format' and 'relevant equipment' in elements and performance criteria and providing current examples in range statements.

Units of competency that cover business skills specific to the music industry have been written to accommodate the digital age in which new approaches to music distribution and marketing continue to emerge. The expansion of the former music technology qualifications into qualifications that embrace the screen and media industries reflects the cross-sector nature of sound production.

Work outcome

All VET qualifications must lead to a work outcome. The flexibility of CUS09 Music Training Package qualifications allows RTOs to vary programs to meet:

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

Maximising employability

In all cases, when packaging qualifications in CUS09 Music Training Package, 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 duplication of work outcomes does not occur either within the Music Training Package or among other Training Packages.

Titles of qualifications

Guidelines on issuing qualifications and the protocol defining the form of qualifications are contained in the *Australian Qualifications Framework (AQF) Implementation Handbook* which can be accessed on the AQF website at

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http://www.aqf.edu.au/implem.htm.

Qualifications in the CUS09 Music Training Package have industry descriptors only. There is no provision for nominating an occupational or functional stream in brackets after a title such as CUF40107 Certificate IV in Music. In the context of music performance, a functional stream could be seen as music styles or genres. However to specify such streams would narrow the focus of what students can achieve and would result in the addition of numerous qualifications to the Training Package without any actual change in their structure.

However, RTOs issuing qualifications may wish to describe the specialisation in which individuals achieve competence in performance or composition. For example, the transcript of units completed could be preceded by a short statement such as:

'The chosen musical style for this qualification was jazz and the primary instrument was saxophone.'

The main specialisations which apply, either individually or in combination, are:

- classical
- contemporary
- jazz
- world.

Any descriptive statement may nominate the individual instrument (e.g. violin, drums, piano, guitar, etc.) where competence has been achieved. Note that candidates may achieve competence in one or more instruments and that a specialisation may combine the style of music with the nominated instrument.

Descriptive statements on certificates should always be written with reference to the overall guidelines in the *AQF Implementation Handbook*.

Technical terms and abbreviations

A glossary of technical terms and abbreviations used in units of competency is provided as Appendix B.

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

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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

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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>.

This section provides information on licensing/registration requirements for CUS09 Music Training Package, with the following important disclaimer.

The developers of this Training Package, and DEEWR, consider that no licensing or registration requirements apply to registered training organisations (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 IBSA at www.ibsa.org.au .

The following guidance is provided in relation to regulatory requirements that may apply to people working in technical production areas of the entertainment industry.

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

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

National Code of Practice for Induction for Construction Work

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"This Code of Practice provides guidance to persons working in the general and residential construction sectors on the types of induction training that may be needed to provide construction workers with an awareness and understanding of common hazards on construction sites and how they should be managed." (Source: *Licensing Line News* at www.licensinglinenews.com).

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, Plumbing and Services Integrated Framework Training Package fulfils this requirement.

Contact state or territory OHS authorities for information on RTOs approved to deliver the general induction training program.

Requirements for RTOs

Training and assessment in remote and regional areas

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

- lack of numbers preventing the establishment of traditional class sizes
- 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 (e.g. 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 (e.g. email, CDs and internet) and self-paced resources.

Training and assessment issues for schools

Implementation of CUS09 Music Training Package within the school sector, while encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessing students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within the workplace
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards

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- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

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 when planning training and assessment.

It is recommended that delivery of qualifications in schools should only include Certificates I and II. For more information on VET in Schools, please refer to Appendix A.

Assessment in a simulated environment

Units of competency in CUS09 Music Training Package may be assessed in the workplace or in a simulated environment.

Assessment within a simulated environment may be required because:

- suitable employment and/or work experience is not always available
- some workplaces or work situations do not use or allow the application of the competency required
- conducting assessment within the workplace may be unacceptably disruptive to work requirements of the business
- it is sometimes appropriate to practise skills in live settings prior to the acquisition of competency, particularly in potentially dangerous situations or where valuable equipment may be at risk.

Given that simulation may be used and is often indicated as an option for assessment within the CUS09 Music Training Package, the following advice is provided:

In order to be valid and reliable, the simulation must closely represent what actually occurs in the workplace, and should seek to replicate an actual work setting. It is critical that the designer of the simulation is thoroughly familiar with the application of the competency and is experienced in current and relevant workplace practices. In deciding whether a simulation or an assessment environment has been adequately designed, the following questions should be asked.

Are there opportunities to:

- test the full range of equipment?
- use up-to-date equipment and software?
- reflect time pressures and deadlines?
- show the complexity of dealing with multiple tasks?
- involve prioritising among competing tasks?
- deal with customers, including difficult ones?
- work with others in a team?
- communicate with diverse groups?
- find, discuss and test solutions to problems?
- explore health and safety issues?

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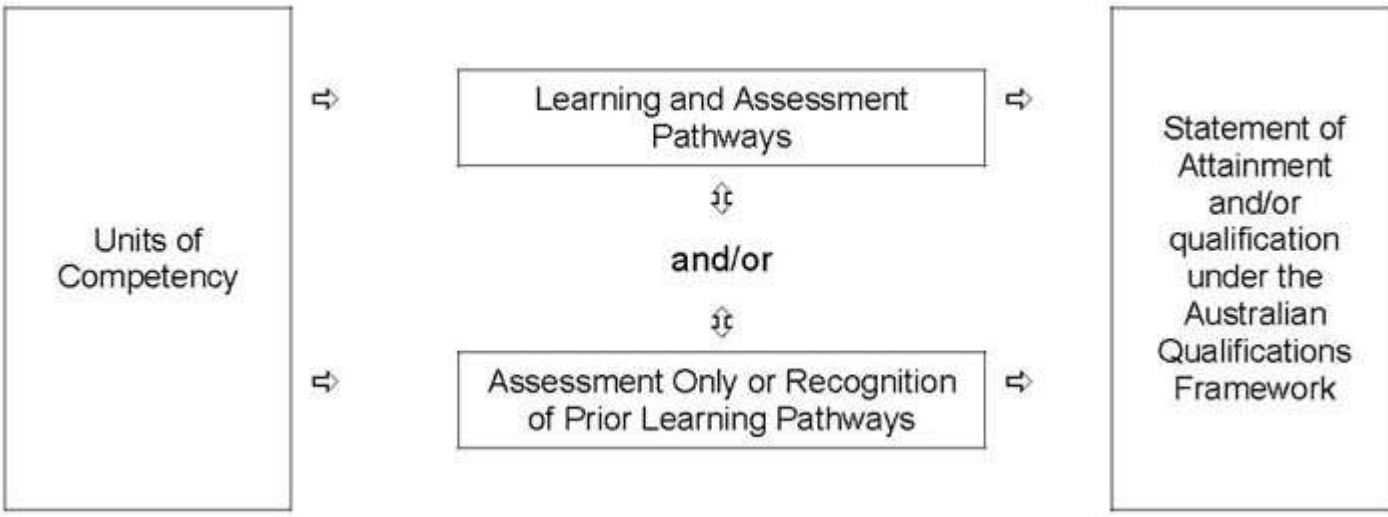
- answer practically-oriented, applied knowledge questions?
- show the level of verbal and written expression sufficient for, but not exceeding, the work requirements?

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.

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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

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

Assessment for Indigenous organisations

Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing appropriate assessment processes.

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 opinions, 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.

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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 a particular Aboriginal and Torres Strait Islander organisation, should address each situation as unique.

Cultural appropriateness

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

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

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

Trainers and assessors who are not Aboriginal or Torres Strait Islanders 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 to assist with assessment of relevant protocols, for example, where required.

There are a number of ways an 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, establishing 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 such things as self-determination and

self-management, 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 meaningful ways in all stages of planning, development, delivery and evaluation. One way to achieve this 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 CUS09 Music 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 use 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 competencies (RCC) has been under-utilised.

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Individuals may demonstrate competence in complete units of competency through formal training, informal training or the recognition of current competencies and skills, resulting in qualifications or statements of attainment being awarded.

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 , which may result in diverse literacy and numeracy issues. However, literacy and numeracy skills are not

a barrier to sophisticated thought, and care must be taken not to use assessment strategies that rely on a person having numeracy and literacy skills that are not intrinsically required by the unit of competency being assessed.

A flexible approach to assessment 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 CUS09 Music Training Package.

Assessment in Aboriginal and Torres Strait Islander communities

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
- members or prospective members of community management committees should have opportunities to demonstrate their competencies and skills
- activities undertaken by the candidate in a community management role 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 skills and knowledge
- 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 include the statement of attainment, listing the units of competency or qualifications achieved as required by the AQTF 2007
- 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 community management committees, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.

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Units of competency with cultural content, including the following of local protocols, will require the assessor to have knowledge of these cultural matters. As these matters are often governed by local rules regarding 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 must be reached on how these matters are assessed. For non-Aboriginal and Torres Strait Islander RTOs, this will usually mean the use of auspice arrangements with appropriate people or knowledge experts, identified by the community.

It should be noted that for Aboriginal and Torres Strait Islander people being assessed in aspects of competency, they 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.

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.

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

Assessment of Employability Skills

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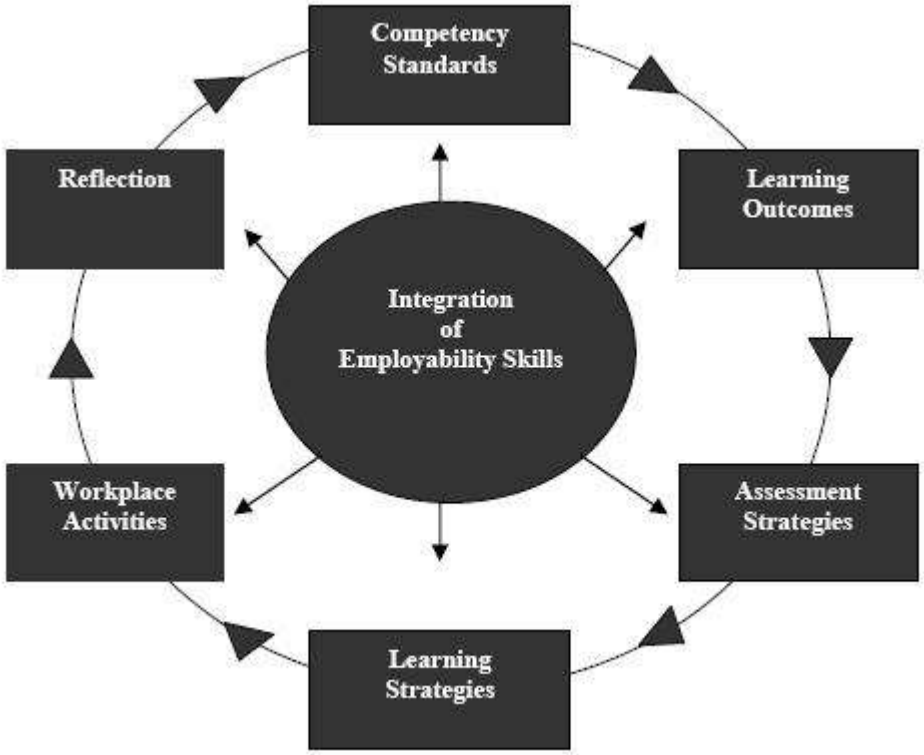
Employability Skills are integral to workplace competency. As such they must be considered in the design, customisation, delivery and assessment of vocational education and training programs in an integrated and holistic way, as represented diagrammatically below.



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.

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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 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.

The Department of Education, Employment and Workplace Relations (DEEWR) provides further information in the *Disability Standards for Education 2005 Guidance Notes* , accessible via the DEEWR website (www.deewr.gov.au/Schooling/DisabilityStandardsforEducation/Documents/ Disability_Standards_Education_Guidance_Notes_pdf.pdf).

Good vocational 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 Australian Bureau of Statistics (ABS), 2003, *Survey of Disability, Ageing and Carers(SDAC)* in the section on education and employment:

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'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 ABS 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 that people who have a disability are able to participate in employment and vocational education and training 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, illnesses or birth.

According to the ABS 2003 *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 2003 *SDAC* 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 in the contacts section below.

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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 that 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 fairer 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 that 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, etc. However, the term '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:

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- 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 DEEWR website has information about the National 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.deewr.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.) • Reflective listening skills • Stress minimisation • 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	• Access to aids, such as for holding documents

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impairment	• Adjustable tables • Lifting limits • Note-taking support • Verbal rather than written presentations • Personal computers • Wheelchair access
Psychiatric disability	• Identification and avoidance of stresses • Ongoing rather than formal assessments • Reflective listening skills • 'Time-out' breaks in assessment
Speech impairment	• Information summaries • Stress minimisation • Time and patience • Written rather than verbal opportunities
Vision impairment	• Additional writing time for assignments and tests • Audiotapes • 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

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

Contacts

This section provides a list of useful contacts and resources to assist trainers and assessors in planning, designing, conducting and reviewing their programs for this Training Package.

Innovation and Business Skills Australia Building B, Level 2 192 Burwood Road Hawthorn VIC

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3122 Tel: 03 9815 7000 Fax: 03 9815 7001 Web: www.ibsa.org.au Email:

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For information on the TAA04 Training and Assessment Training Package contact:
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Level 2, Building B, 192 Burwood Road

Hawthorn VIC 3122

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General resources

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

AQF Implementation Handbook, third edition. Australian Qualifications Framework Advisory Board, 2002, www.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.

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TAA04 Training and Assessment Training Package . This is available from Innovation and Business Skills Australia (IBSA), the Innovation and Business 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.deeewr.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.deewr.gov.au. Go to www.resourcegenerator.gov.au .

Printed and/or CD 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
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- Kit to Support Assessor Training
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- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment.

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Assessment tool design and conducting assessment

VETASSESS and 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.

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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 Victoria (now 'Skills Victoria').

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

Publishing Service, Canberra.

Support for employment, training and assessment of people with specific needs

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

Tel: 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)

ADCET 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

Tel: 03 6324 3787

Fax: 03 6324 3788

Website: www.adcet.edu.au **Australian Association of the Deaf** PO Box 1083

Stafford QLD 4053

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Tel: 07 3357 8266

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Email: aad@aad.org.au

Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060

Parramatta NSW 2124

Tel: 02 8833 3615

Fax: 02 9893 8333

TTY: 02 9893 8858

Australian Federation of Disability Organisations

247 Flinders lane

Melbourne VIC 3000

Tel: 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

Tel: 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

Tel: 02 6290 2253

Fax: 02 6290 2252

Email: bianational@apex.net.au

Carers Australia

PO Box 73

Deakin West ACT 2600

Tel: 02 6122 9900

Fax: 02 6122 9999

Email: caa@carersaustralia.com.au

Website: www.carersaustralia.com.au

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Commonwealth Disability Services Program Contacts

www.facs.gov.au or by telephone: ACT: 02 6274 5206

New South Wales: 02 263 3818

Northern Territory: 08 8946 3555

Queensland: 07 3360 2800

South Australia: 08 8236 6111

Tasmania: 03 6221 1411

Victoria: 03 9285 8523

Western Australia: 08 9346 5311

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

Tel: 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

Tel: 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

Tel: 02 6296 4400

Fax: 02 6296 4488

Email: ncid@dice.org.au

Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381

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Harris Park NSW 2150

Tel: 02 9687 8933

Fax: 02 9635 5355

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Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77

Northgate QLD 4013

Tel: 07 3267 1057

Fax: 07 3267 1733

Email: pdca@pdca.org.au Website: www.pdca.org.au **SANE Australia**

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Freecall: 1800 18 SANE Email: info@sane.org Email:helpline@sane.org Website: www.sane.org **SAI Global**

Standards Australia publications distributor. Tel: 131 242

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Email: sales@sai-global.com Website: www.saiglobal.com **Standards Australia**

Standards Australia develops standards and codes for building access. Standards Australia Limited

Level 10, The Exchange Centre

20 Bridge Street

Sydney NSW 2000

Tel: 1800 035 822

Email: mail@standards.org.au

Women with Disabilities Australia WWDA PO Box 605 Rosny Park TAS 7018 Tel: 03 6244

8288 Fax: 03 6244 8255 Email: wwda@ozemail.com.au Website: www.wwda.org.au

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A self-directed learning program, NSW TAFE.

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

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

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Education and Children"s Services, South Australia.

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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

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- 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

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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

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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.

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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	Rehearse music for group performance (Learning)
Unit Descriptor	This unit describes the performance outcomes, skills and knowledge required to rehearse for a group performance. (Learning, teamwork)
Element	Participate in rehearsals (Learning, teamwork)
Performance Criteria	Discuss and resolve technical or other problems in a positive and appropriate manner (Communication, problem solving, teamwork)
Range Statement	***Listening skills*** may include: • tuning instrument • aural imagination to explore interpretation options • pattern and sequence recognition and memory in selected area of specialisation • reproducing sequences from memory • recognising music systems and practices in selected area of specialisation • chords and keys in tonal or other musical systems in selected area of
	specialisation • listening to own and others' performance in an ensemble to guide and adjust own work • effective musical interaction with other members of the ensemble. (Technology, communication, initiative and enterprise, teamwork, problem solving)
Required Skills and Knowledge	• interpret music appropriately for rehearsals and performances (Communication) • collaborate effectively with other artists during rehearsals

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	according to agreed schedule (Teamwork) • tune instrument to achieve intonation (Problem solving, technology) • experiment with a variety of musical interpretations (Initiative and enterprise) • plan practice time prior to rehearsals (Planning and organising) • arrive punctually at rehearsals (Self-management) • improve music performance skills and expression through rehearsal and performance (Learning)
Evidence Guide	Evidence of the ability to: • perform proficiently on chosen instrument in at least three rehearsals (Technology) • listen effectively for and adjust intonation and nuance in performance (Communication, initiative and enterprise) • apply interpretation and expression skills (Initiative and enterprise) • communicate effectively with other performers to achieve the required standard of performance (Communication, teamwork)

Competency Standards - Industry Contextualisation

As indicated elsewhere in this volume of the Training Package, RTOs may contextualise units of competency imported from other Training Packages to reflect outcomes relevant to the music industry. Many units from the BSB07 Business Services Training Package have been imported into the music business qualifications to support those units which address specific aspects of doing business in the music industry, such as managing artists, distributing royalty income and managing the distribution of music.

Using 'BSBPUR402B Negotiate contracts' as an example, RTOs could add music-industry specific examples of what contracts with artists might cover, e.g. all rights under one deal, passive rights deal, and so on. The list of 'relevant personnel' could be extended to include people such as artist managers, artists, publicists and promoters.

If 'BSBEBU501A Investigate and design ebusiness solutions' were imported, examples of

'ebusiness models' in the context of the music industry could be added . Similarly, the term

'business to consumer' could be expanded to embrace music industry terminology and concepts.

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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 Australian Apprenticeship.

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

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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.

The AQTF 2007 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 2007 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

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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 are 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 CertificateIV 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

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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 Education, Employment, 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 vary 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

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- 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;
- 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; and
- 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 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:

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1. Work placements that are long enough for real learning to take place.

2. Systematic analysis of the training capacity of the workplace, to see what it can realistically supply.

3. 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.

4. Employer involvement in student selection for work placements.

5. The presence of a trained program coordinator, able to liaise between the school and the firm and troubleshoot when problems occur.

6. The use of qualified, highly competent workers as workplace trainers or mentors.

7. Regular face-to-face contact between the coordinators and employers and in-firm supervisors.

8. Monitoring of the students on the job by the program coordinator.

9. 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.

10. Deliberate efforts by schools to relate what has been learned at work to students'

schoo-based learning. (source: 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

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- 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.

1 That the RTO assume responsibility for finding placements and validating the arrangements.

2 That the workplace has the appropriate resources, tools and staff to conduct the placement, with compliance with any legislative requirements.

3 That there be regular validation by the RTO that the student and assessor, where relevant, are operating according to RTO AQTF 2007 standards.

4 That a student on work placement must be covered by injury insurance.

5 That there is a formal contract setting out each party's responsibilities and obligations.

6 That, where possible, the workplace has on site a qualified workplace trainer and assessor in 'direct line' control of the student (to avoid training and assessment by

'proxy').

7 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).

8 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.

9 That the training be directly related to achievement of competence while recognising the likely acquisition of other skills and knowledge.

10 That where assessment occurs it be clearly related to a unit of competency relevant to the work placement.

11 That where more than one performance criterion (possibly over more than one unit) is being assessed there must be a clearly linked and documented relationship between the assessment and the performance criterion.

12 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.

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13 That the actual variables of the performance criterion be documented for audit purposes and for verification of appropriateness of the range of activities 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 or simulated work placements may also be legitimate.

Appendix B: Glossary of terms

AAC	advanced audio coding
A&R	artist and repertoire
ACC	Australian Copyright Council
ADR	additional dialogue recording
AIFF	audio interchange file format
APRA	Australasian Performing Rights Association
AMCOS	Australasian Mechanical Copyright Owners Society
AMPAL	Australasian Music Publishers Association
APRA	Australasian Performing Rights Association
ARIA	Australian Recording Industry Association

Appendix C: Creativity, innovation and design in IBSA Training Packages

What do we mean by creativity, innovation and design?

The terms 'creativity', 'innovation' and 'design' tend to be used very differently by different people and often without shared understanding around the meaning and application of each term. How these terms are used and applied in relation to workplace skills development or within the VET system adds additional layers of complexity.

A key finding of IBSA's research was, that while **definitions** of creativity, innovation and design were somewhat vague, there were a number of key elements that united the works of a number of educationalists and theorists, and more recently reports from business and governments, on these concepts:

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- Creativity, innovation and design as skills-based concepts, behaviours and knowledge areas are concerned with a multiplicity of skills and environmental factors.
- The skill/behaviours are complex and work **together** , iteratively and organically with such things as visual thinking, collaboration, risk-taking, problem-solving, communication, reflection and meta-cognition. In many instances cross or interdisciplinary educational and business approaches are required for these skills to develop and be used.
- Creativity, innovation and design skills and knowledge involve **individuals** and their relationship with technologies, materials, work practices and processes, and other people, in collaborative and supportive environments.
- The value of creativity, innovation and design outputs are context-bound or

context-specific. This does not mean that designers and individuals cannot work across contexts; it means that creativity, innovation and design relate in their value and usefulness to a particular set of circumstances, materials, technologies and work practices or systems, within or across a specific time period.

Below are a number of definitions and key descriptors to facilitate common understanding of creativity, innovation and design. IBSA has taken the ideas and spirit of these descriptors as a starting point for developing units of competency.

Creativity is?

Creativity involves the use of the imagination or original ideas in order to create something

(source:Compact Oxford English Dictionary)

Key descriptors: Creativity involves toying with ideas/and or materials, originating concepts, experimenting, conceptualising, exploring, crossing boundaries (usually done individually but often enhanced collectively) and then communicating these.

On a daily basis, our lives are enhanced and enriched by both our individual creativity and that of others. In an example close to home, we note that the very first Victa prototype, the Peach-tin, made in 1952 by Mervyn Victor Richardson, the founder of the Victa lawnmower company, was developed in his backyard in the Sydney suburb of Concord. It was aptly named the Peach-tin after its petrol tank, which was made from an empty can of peaches. Creativity is also the way an artist or designer experiments with new ways of doing and representing the world, such as the work done by Picasso, or Australia's own Indigenous artists whose unique representation of Country and Dreaming now generate huge interest both nationally and internationally.

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Creativity is enhanced when the free movement of ideas across and between different fields of knowledge is encouraged, or when individuals have their self-confidence, curiosity, flexibility and willingness to take risks facilitated. It is also likely to flourish where individuals work together in multidisciplinary teams and are taught to observe, perceive and imagine more in their thinking (Hoffert). (Source: Imagine Australia: The Role of Creativity in the Innovation Economy. Hoffert, PMSEIC, 2005)

Innovation is? (source: Ithaca Group report on innovation, Rod McDonald, 2005)

Coming up with new ideas*which embrace invention and everything that would emerge from R&D activities.*

Developing new uses for old ideas *, which embraces notions of improvement, further development of existing ideas, and identifying existing resources and, through applying knowledge, elevating these ideas to a new level of utility and value to the customer. The changes can be either incremental (e.g. any improvement made to an existing production process) or radical (e.g. the adaptation of new technology to new ways of doing business).*

Translating this into competitive advantage or economic growth,*which means more than invention or R&D or simply having a good idea: It's the translation of that idea into a useful reality. This encompasses:*

- *the commercialisation and internationalisation of new technologies (scientific, technological, organisational, financial and business)*
- *all industries, including high technology, traditional manufacturing and service sectors*
- *the anticipation and shaping of market needs and all activities that encourage and support any of the above.*

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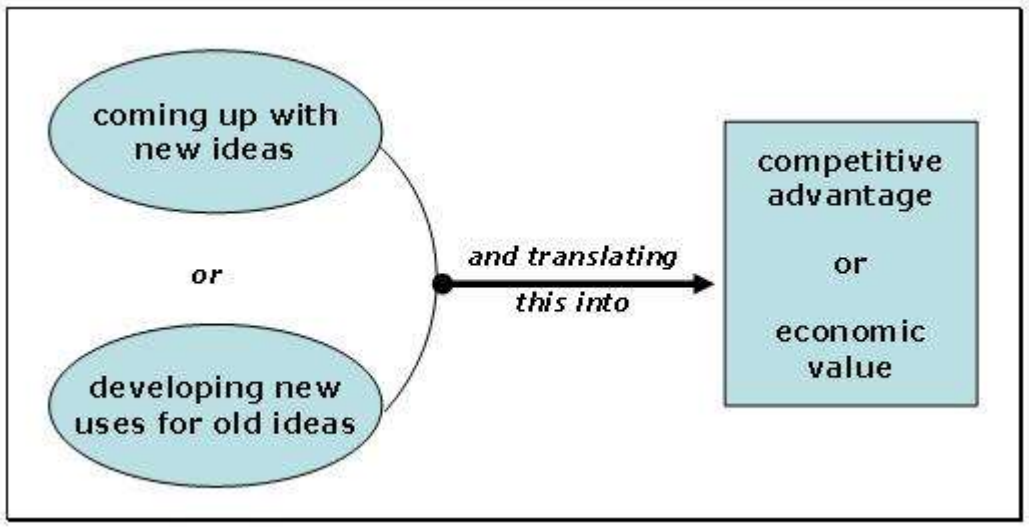
The diagram below shows how these concepts link to each other.



Key descriptors: the innovation process involves managing change, managing ideas, implementing new ideas, working together in communities and/or corporations, anticipating market needs with new products, being entrepreneurial with new ideas, systems, products and materials.

Design is?

Design is the deliberate and considered creative process of devising and producing by independent investigation, experimentation and mental activity something that is useful.(Source: Ithaca Group report on innovation, Rod McDonald, 2005)

Key descriptors: the design process involves purposeful problem posing and solving with materials, technologies or systems - usually in response to briefs, researching options considering aesthetics, functions and performance, following through with ideas, sequential trialling, evaluating and reflecting, producing something useful.

The way design impacts on our lives is seen in innovations and products such as Apple computers with their unique approach to colour, shape and style; Alessi's items of everyday use; and medical interventions or inventions, such as the bionic ear.

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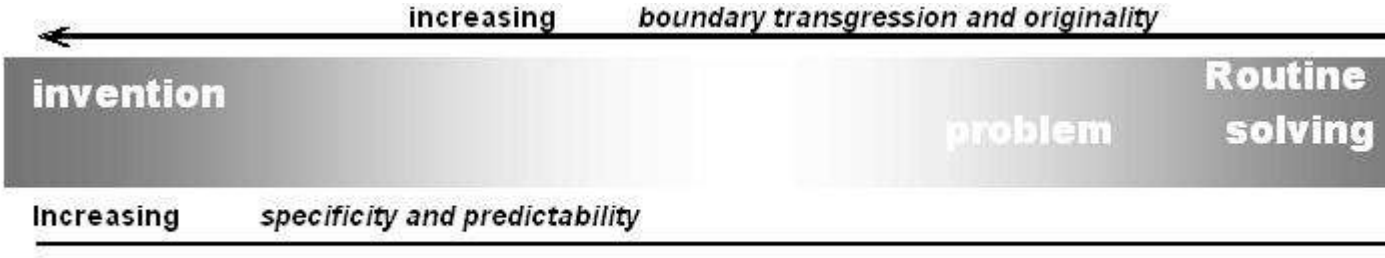
Design is (most typically) a trained state of mind where individuals constantly examine the world around them to find improvements. In organisations, design thinking - which is really another word for innovation - can be fostered if workers are encouraged to contribute ideas in everything from product design to business processes, in a free-flowing atmosphere. Design solutions can be applied across routine as well as more inventive ways, as shown in Roantree's diagram below. (source: Enhancing Creativity and Innovation through Training. A think piece on the future Training Package development to address creativity and innovation, Barry Roantree, 2005)



Creativity spectrum

Using the creativity, innovation and design units of competency

Below is a list of the units which were endorsed as part of the BSB07 Business Services Training Package.

Creative thinking

BSBCRT101A Apply critical thinking techniques

BSBCRT301A Develop and extend critical and creative thinking techniques

BSBCRT401A Articulate, present and debate ideas BSBCRT402A Collaborate in a creative process BSBCRT501A Originate and develop concepts

BSBCRT601A Research and apply concepts and theories of creativity

Innovation

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 BSBINN601A Manage organisational change

BSBINN801A Lead innovative thinking and practice

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Design

BSBDES201A Follow a design process

BSBDES202A Evaluate the nature of design in a specific industry context

BSBDES301A Explore the use of colour

BSBDES302A Explore and apply the creative design process to 2D forms BSBDES303A Explore and apply the creative design process to 3D forms BSBDES304A Source and apply design industry knowledge

BSBDES305A Source and apply information on the history and theory of design

BSBDES401A Generate design solutions 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

The units are designed for use by different people in different ways and in different contexts. A key objective is that the units provide triggers for a greater focus on developing skills in creativity, innovation and design. How this is done will depend on the needs of different individuals and groups. In fact, effective implementation of the units relies on the creativity, innovation and design skills of those who choose to use them.

Individuals, workplaces or training organisations could:

- develop short courses or programs based on one or more of the units to nurture skills in creativity, innovation and design - either in the workplace or a training institution
- link the units to other workforce development activities
- combine the units with other industry or occupation-specific content to form a 'skill set' that meets a specific workplace need

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- select the units as electives in national qualifications
- use the units to assist in identifying the nature of creativity, innovation and design skills needed by people working in different roles
- select small portions of the units as the basis for learning and development activities.

Users are encouraged to review the whole unit, and pay particular attention to information under 'Application of the unit' to assess relevance to particular individuals and groups.

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CUS20109 Certificate II in Music

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who perform a range of mainly routine tasks in the music industry, work under direct supervision, and use limited practical skills and fundamental operational knowledge in a defined context. It is a preparatory qualification that can be used as a pathway into specialist Certificate III qualifications within the music industry.

Job roles

This qualification allows learners to develop skills and knowledge to prepare for work, but there are no specific employment outcomes at this level.

Pathways Information

Qualification pathways

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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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 and clarifying written or verbal instructions • providing standard information about services or operations to others
Teamwork	• seeking and responding to feedback on work in progress • working as a member of a team and interacting with members of the public in a specific job role
Problem-solving	• finding the most relevant source of information for a specific task • recognising operational problems of a routine nature and referring them to the appropriate person
Initiative and enterprise	• developing an attitude towards work and learning that involves asking questions • obtaining information in a culturally appropriate way
Planning and organising	• collecting and organising information in a way that allows for easy retrieval • planning work tasks in a logical sequence
Self-management	• following workplace procedures, particularly in relation to OHS • producing work within deadlines • seeking expert assistance when problems arise
Learning	• keeping up-to-date with industry developments and trends • improving techniques through practice
Technology	• sending emails • using the internet to source information

Packaging Rules

Packaging Rules
Total number of units = 8

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Packaging Rules

3 core units

3 Group A units

2 elective units

The **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. If not listed below, 1 of these units may be selected from a Certificate III level qualification.

Elective units must be relevant to the work outcome and local industry requirements.

Core units

BSBOHS201A Participate in OHS processes

BSBWOR203A Work effectively with others

CUFIND201A Develop and apply creative arts industry knowledge

Group A units (**specialist**)

Audio/sound

CUESOU01C Repair and maintain audio equipment

CUESOU07B Apply a general knowledge of audio to work activities

CUSSOU201A Assist with sound recordings

CUSSOU202A Mix sound in a broadcasting environment

CUFSOU204A Perform basic sound editing

Music literacy

CUSMLT201A Develop and apply musical ideas and listening skills

CUSMLT202A Apply knowledge of music culture to music making

Music performance

CUSMPF201A Play or sing simple musical pieces

CUSMPF202A Incorporate music technology into performance

CUSMPF203A Develop ensemble skills for playing or singing music

CUSMPF204A Play music from simple written notation

Group B units

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Packaging Rules
Design process
BSBDES201A Follow a design process
BSBDES202A Evaluate the nature of design in a specific industry context
Digital content and imaging
CUFDIG201A Maintain interactive content
ICPMM296A Create and test a CD-ROM/DVD
First aid
HLTFA201A Provide basic emergency life support
ICT use
BSBITU201A Produce simple word processed documents
BSBITU202A Create and use spreadsheets
BSBITU203A Communicate electronically
ICAU2005B Operate computer hardware
ICAU2006B Operate computing packages
Information management and research
BSBINM201A Process and maintain workplace information
CUFRES201A Collect and organise content for broadcast or publication
Occupational health and safety
CUETGE15B Handle physical elements safely during bump in/bump out
Small and micro business
BSBSMB201A Identify suitability for micro business
Sustainability
BSBSUS201AParticipate in environmentally sustainable work practices
Workplace effectiveness
BSBWOR201A Manage personal stress in the workplace
BSBWOR202A Organise and complete daily work activities
BSBWOR204A Use business technology

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CUS30109 Certificate III in Music

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context in the music industry, using some discretion and judgement and relevant theoretical knowledge. They may provide support to a team.

Job roles

- band member.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- CUS20109 Certificate II in Music
- .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

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY

The following table contains a summary of the employability skills required by the music 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	• reading and understanding relevant sources of information • participating in negotiations about work/contractual issues • using presentation and consultation skills to communicate issues arising in the workplace
Teamwork	• working constructively with creative and technical personnel • working collaboratively with others involved in rehearsals and performances • sharing industry information with colleagues and peers
Problem-solving	• identifying music notation and aural-recognition problems • assisting with troubleshooting technical and artistic problems • planning work tasks in a logical sequence • recognising and resolving workplace issues when implementing new technology
Initiative and enterprise	• using critical-listening skills to make informed judgements about music • interpreting music elements and structures • developing original and innovative approaches to composition • responding appropriately to the unexpected during performances
Planning and organising	• gathering information on musical styles, elements, forms and structures • matching repertoire to target audience and market requirements • prioritising work tasks and establishing deadlines
Self-management	• monitoring own work and introducing strategies to improve performance • practising and performing with due regard to personal health and safety considerations • prioritising work tasks and working within deadlines • demonstrating reliability in all agreed work commitments
Learning	• developing knowledge of musical styles and genres • improving skills through practice • continuously evaluating and adjusting own work via critical listening

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• seeking feedback and integrating constructive advice into own work performance
Technology	• storing and retrieving relevant OHS documents • using appropriate/current software and hardware for composing, orchestrating, setting down and recording music • analysing scales, chord sequences and music systems, rhythms, time signatures and beat patterns of musical organisation relevant to area of specialisation

Packaging Rules

Packaging Rules
Total number of units = 11 **3 core units** **6 Group A units** **2 elective units** The **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. Electives must be relevant to the work outcome, local industry requirements and the qualification level. **Core units** CUSOHS301A Follow occupational health and safety procedures CUFCMP301A Implement copyright arrangements CUSIND301B Work effectively in the music industry **Group A units** (**specialist**) **Music composition** CUSMCP301A Compose simple songs or musical pieces CUSMCP302A Write song lyrics

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Packaging Rules
CUSMCP303A Develop simple musical pieces using electronic media
Music literacy
CUSMLT301A Apply knowledge of genre to music making
CUSMLT302A Develop and apply aural-perception skills
CUSMLT303A Notate music
Music performance
CUSMPF202A Incorporate music technology into performance
CUSMPF203A Develop ensemble skills for playing or singing music
CUSMPF301A Develop technical skills in performance
CUSMPF302A Prepare for performances
CUSMPF303A Contribute to backup accompaniment
CUSMPF304A Make a music demo
CUSMPF305A Develop improvisation skills
Group B units
Audio/sound
CUESOU01C Repair and maintain audio equipment
CUESOU03C Operate professional audio equipment
CUESOU08B Select and manage microphone and other audio input sources
CUESOU09B Manage and compile audio replay material
CUSSOU202A Mix sound in a broadcasting environment
CUFSOU204A Perform basic sound editing
CUSSOU301A Provide sound reinforcement
CUSSOU302A Record and mix a basic music demo
CUSSOU303A Set up and disassemble audio equipment
CUSSOU304A Restore audio tracks
CUSSOU305A Analyse soundtracks
Creative process
BSBCRT301A Develop and extend critical and creative thinking skills
Design process
BSBDES305A Source and apply information on the history and theory of design
Diversity

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Packaging Rules
BSBDIV301A Work effectively with diversity **Industry context** BSBCON401A Work effectively in a business continuity context CUSIND302A Plan a career in the creative arts industry **Information management and research** BSBINM301A Organise workplace information BSBINM302A Utilise a knowledge management system CUFRES201A Collect and organise content for broadcast or publication **Innovation** BSBINN301A Promote innovation in a team environment **Small and micro business** BSBSMB301A Investigate micro business opportunities BSBSMB302A Develop a micro business proposal BSBSMB303A Organise finances for the micro business BSBSMB304A Determine resource requirements for the micro business BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business BSBSMB306A Plan a home-based business BSBSMB307A Set up information and communications technology for the micro business **Sustainability units** BSBSUS201A Participate in environmentally sustainable work practices **Writing** BSBWRT301A Write simple documents CUFWRT301A Write content for a range of media **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. **Band member** Core units plus: • CUSMCP301A Compose simple songs or musical pieces • CUSMLT301A Apply knowledge of genre to music making

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Packaging Rules
• CUSMLT302A Develop and apply aural-perception skills • CUSMLT303A Notate music • CUSMPF304A Make a music demo • CUSMPF301A Develop technical skills in performance • CUSMPF302A Prepare for performances • CUSMPF203A Develop ensemble skills for playing or singing music

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CUS30209 Certificate III in Technical Production

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of skilled operators who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical advice and support to a team.

Job roles

- assistant sound mixer
- audiovisual operator
- casual technician
- live sound assistant.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- CUE20103 Certificate II in Live Production, Theatre and Events
- CUF20107 Certificate II in Creative Industries (Media)
- CUS20109 Certificate II in Music, or
- 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.

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.

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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 Services 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

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• establishing and maintaining work/contractual relationships through regular contact • conducting negotiations to identify realistic solutions to work/contractual issues • reading and understanding sound mixing documentation • interpreting and clarifying written or verbal instructions • making verbal fault reports to appropriate personnel • reading manufacturer specifications and installation manuals
Teamwork	• sharing industry information with colleagues and peers

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• working effectively in a team environment
Problem-solving	• recognising and resolving workplace issues when implementing new technology • identifying faults that may occur in audio production environments and referring problems to relevant personnel
Initiative and enterprise	• applying critical listening and aural-discrimination skills when setting up audio equipment
Planning and organising	• prioritising work tasks and establishing deadlines • seeking expert assistance when problems arise
Self-management	• monitoring own work and introducing strategies to improve performance
Learning	• seeking feedback and integrating constructive advice into own work performance • maintaining knowledge of copyright issues
Technology	• using information-management skills to track, store and retrieve relevant documents • operating a variety of mixing consoles • using specialised equipment to remove white noise • setting up and disassembling audio equipment for playback • mixing and recording in line with manufacturer manuals and OHS specifications • running and patching cables neatly and safely • testing sound equipment in line with industry standards

Packaging Rules

Packaging Rules
Total number of units = 11 **4 core units** **4 Group A units** **3 elective units** **1 elective unit** must be selected from the **Group A** and/or **Group B units** listed below.

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Packaging Rules

The remaining **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level.

No more than **2 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

BSBWOR203A Work effectively with others

CUECOR01C Manage own work and learning

CUEIND01C Source and apply entertainment industry knowledge

CUSOHS301A Follow occupational health and safety procedures

Group A units (**specialist**)

Audio/sound

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

CUFSOU204A Perform basic sound editing

CUFSOU301A Prepare audio assets

CUSSOU202A Mix sound in a broadcasting environment

CUSSOU301A Provide sound reinforcement

CUSSOU302A Record and mix a basic music demo

CUSSOU303A Set up and disassemble audio equipment

CUSSOU304A Restore audio tracks

CUSSOU305A Analyse soundtracks

Compliance

CUFCMP301A Implement copyright arrangements

Industry context

CUSIND301B Work effectively in the music industry

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Packaging Rules
CUSIND302A Plan a career in the creative arts industry
Lighting
CUFLGT303A Install and operate follow spots
CUFLGT304A Operate floor electrics
CUFLGT302A Record and operate standard lighting cues
CUELGT09B Apply a general knowledge of lighting to work activities
CUFLGT301A Prepare, install and test lighting equipment
Staging
CUESTA01C Install staging elements
CUESTA02C Operate staging elements
CUESTA03C Operate flying systems
CUESTA05C Apply a general knowledge of staging to work activities
CUESTA06B Apply a general knowledge of theatrical rigging
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
Group B units
Construction
CPCCOHS1001A Work safely in the construction industry
Creative process
BSBCRT301A Develop and extend critical and creative thinking skills
Customer service
BSBCUS301A Deliver and monitor a service to customers
Diversity
BSBDIV301A Work effectively with diversity
Event management
SITXEVT002A Provide event staging support
First aid
HLTFA301B Apply first aid
General maintenance

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Packaging Rules
MEM18001C Use hand tools MEM18002B Use power tools/hand held operations **ICT use** ICAU3019B Migrate to new technology **Industry context** CUFIND301A Work effectively in the screen and media industries **Innovation** BSBINN301A Promote innovation in a team environment **Music literacy** CUSMLT301A Apply knowledge of genre to music making **Music performance** CUSMPF202A Incorporate music technology into performance CUSMPF203A Develop ensemble skills for playing or singing music CUSMPF301A Develop technical skills in performance CUSMPF304A Make a music demo **Rigging** CPCCLRG3001A Licence to perform rigging basic level CPCCLRG3002A Licence to perform rigging intermediate level CPCCLRG4001A Licence to perform rigging advanced level **Small and micro business** BSBSMB301A Investigate micro business opportunities BSBSMB302A Develop a micro business proposal BSBSMB303A Organise finances for the micro business BSBSMB304A Determine resource requirements for the micro business BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business BSBSMB306A Plan a home-based business BSBSMB307A Set up information and communications technology for the micro business **Sustainability** BSBSUS201A Participate in environmentally sustainable work practices **Selecting electives for different outcomes**

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Packaging Rules

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.

Assistant sound mixer

Core units plus:

- 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
- CUFSOU204A Perform basic sound editing
- CUSSOU302A Record and mix a basic music demo
- CUSSOU303A Set up and disassemble audio equipment

Audiovisual operator

Core units plus:

- CUEAUD03C Operate vision systems
- CUEAUD06B Apply a general knowledge of vision systems to work activities
- CUELGT03C Install and operate follow spots
- CUELGT07B Apply a general knowledge of audio to work activities
- CUESOU03C Operate professional audio equipment
- CUFLGT301A Prepare, install and test lighting equipment
- MEM18001C Use hand tools

Casual technician

Core units plus:

- CUEAUD03C Operate vision systems
- CUELGT03C Install and operate follow spots
- CUESOU03C Operate professional audio equipment
- CUESOU07B Apply a general knowledge of audio to work activities
- CUESTA06B Apply a general knowledge of theatrical rigging
- CUESOU01C Repair and maintain audio equipment
- CUFLGT301A Prepare, install and test lighting equipment

Live sound assistant

Core units plus:

- 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
- CUSSOU301A Provide sound reinforcement

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Packaging Rules
• CUSSOU302A Record and mix a basic music demo • CUSSOU303A Set up and disassemble audio equipment

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CUS30309 Certificate III in Music Business

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who apply a broad range of competencies in a varied work context, using some discretion and judgement and relevant theoretical knowledge. They may provide technical support to a team. The qualification is designed to reflect the role of individuals who work in a range of music business roles and who have the ability to select, adapt and transfer skills to different situations. This qualification is applicable to a variety of industry contexts.

Job roles

- assistant band manager.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- CUS20109 Certificate II in Music or
- BSB20107 Certificate II in Business
- 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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• sharing industry information with colleagues and peers • proofreading documents to ensure conformity and consistency of information • clarifying information and referring errors or discrepancies to appropriate people • monitoring and advising on customer service strategies
Teamwork	• establishing and maintaining work/contractual relationships through regular contact • working constructively with others • establishing and maintaining industry networks
Problem-solving	• reading and interpreting financial data and preparing cash analysis sheets • reconciling figures • identifying market trends and developments and assessing their impact on products and services • undertaking a risk analysis for a performance
Initiative and enterprise	• generating ideas for potential businesses • adjusting artistic image in line with feedback
Planning and organising	• identifying timelines and action plans to achieve career goals • organising work priorities and arrangements • completing work tasks to timeframes and within budgets • using agreed processes to ensure operational effectiveness • accessing reliable information on the promotional viability of artists and artistic works
Self-management	• prioritising work tasks and establishing deadlines • working within established budgets and timeframes • monitoring own work and introducing strategies to improve performance • monitoring career aspirations and introducing strategies to improve career potential

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Learning	• seeking feedback and integrating constructive advice into own work performance • identifying learning opportunities to maximise career goals • giving and receiving constructive feedback relating to development needs
Technology	• using information management skills to store and retrieve relevant OHS documents • accessing/downloading relevant information • selecting and using technology appropriate to a task • using current industry computer hardware and software

Packaging Rules

Packaging Rules
Total number of units = 11 **5 core units** **4 Group A units** **2 elective units** The **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. Electives must be relevant to the work outcome, local industry requirements and the qualification level. **Core units** CUSOHS301A Follow occupational health and safety procedures BSBSMB302A Develop a micro business proposal CUFCMP301A Implement copyright arrangements CUSIND301B Work effectively in the music industry CUSIND302A Plan a career in the creative arts industry

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Packaging Rules
Group A units (**specialist**)
Creative process
BSBCRT301A Develop and extend critical and creative thinking skills
Digital content and imaging
CUFDIG201A Maintain interactive content
Event management
CUSEVT301A Book performance venues
General administration
CUSADM301A Administer operations for rehearsals and performances
Marketing
CUSMKG301A Assist with the promotion of creative acts
Music literacy
CUSMLT301A Apply knowledge of genre to music making
Purchasing and contracting
BSBPUR301B Purchase goods and services
Product skills and advice
BSBPRO301A Recommend products and services
Group B units
Customer service
BSBCMM301A Process customer complaints
BSBCUS301A Deliver and monitor a service to customers
Digital content and imaging
CUFDIG302A Author interactive sequences
CUFDIG303A Produce and prepare photo images
Diversity
BSBDIV301A Work effectively with diversity
Event management
CUEFOH04C Usher patrons
SITTVAF001A Provide venue information and assistance
SITXEVT002A Provide event staging support
SITXEVT003A Process and monitor event registrations

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Packaging Rules
SITXEVT004A Coordinate on-site event registrations
Financial administration
BSBFIA301A Maintain financial records
General administration
BSBADM307B Organise schedules
BSBADM311A Maintain business resources
ICT use
BSBITU301A Create and use databases
BSBITU302A Create electronic presentations
BSBITU303A Design and produce text documents
BSBITU304A Produce spreadsheets
BSBITU306A Design and produce business documents
BSBITU309A Produce desktop published documents
ICAU3019B Migrate to new technology
ICAU3126B Use advanced features of computer applications
Industry context
BSBCON401A Work effectively in a business continuity context
CUFIND201A Develop and apply creative arts industry knowledge
Information management and research
BSBINM301A Organise workplace information
BSBINM302A Utilise a knowledge management system
CUFRES201A Collect and organise content for broadcast or publication
Innovation
BSBINN301A Promote innovation in a team environment
Small and micro business
BSBSMB301A Investigate micro business opportunities
BSBSMB303A Organise finances for the micro business
BSBSMB304A Determine resource requirements for the micro business
BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business
BSBSMB307A Set up information and communications technology for the micro business
Sustainability

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Packaging Rules
BSBSUS201A Participate in environmentally sustainable work practices **Writing** BSBWRT301A Write simple documents CUFWRT301A Write content for a range of media **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. **Assistant band manager** Core units plus: • BSBFIA301A Maintain financial records • BSBPRO301A Recommend products and services • BSBSMB301A Investigate micro business opportunities • CUFDIG201A Maintain interactive content • CUSADM301A Administer operations for rehearsals and performances • CUSEVT301A Book performance venues • CUSMLT301A Apply knowledge of genre to music making • CUSMKG301A Assist with the promotion of creative acts

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CUS40109 Certificate IV in Music

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Job roles

- musician
- singer-songwriter.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- CUS30109 Certificate III in Music, or
- 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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• modelling open and supportive communication • using language appropriate to the intended audience • presenting analysis in a format appropriate to the intended audience or as agreed • conducting negotiations to identify realistic solutions to work/contractual issues • using presentation and consultation skills to communicate issues arising in the workplace
Teamwork	• recognising and supporting the contribution of other artists • working creatively with individual differences • sharing industry information with colleagues and peers
Problem-solving	• evaluating and challenging ideas and moving them forward towards solutions • analysing appropriate musical elements of composition and/or performance • establishing and maintaining personal financial and work record-keeping systems • developing personal budgets and monitoring income and expenditure against budgets
Initiative and enterprise	• generating and exploring ideas • interpreting musical structures and elements to enhance musical outcomes in performance • using original and innovative approaches in stage performances • engaging with audiences in ways that entertain and enhance people's overall experience
Planning and organising	• setting work and practice goals • preparing self for performance • monitoring own work and introducing strategies to improve performance • prioritising work tasks and establishing deadlines • preparing and circulating self-promotional material to potential clients or employers • planning for contingencies

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Self-management	• setting development goals • observing protocols appropriate to the genre, style and context of performance • maintaining an appropriate standard of stage presentation relevant to the area of specialisation • responding appropriately to constructive feedback on own performance
Learning	• reflecting on and enhancing own ability to contribute effectively to a collaborative creative process • improving music performance skills and expression through rehearsal and performance • accessing opportunities to improve stagecraft skills • seeking feedback and integrating constructive advice into own work performance
Technology	• storing and retrieving relevant OHS documents/information • using relevant business equipment • using stage equipment and technology to enhance stage performance • producing planned sound consistently

Packaging Rules

Packaging Rules
Total number of units = 14 **3 core units** **7 Group A units** **4 elective units** **2 elective units** must be selected from the **Group A** and/or **Group units** listed below. The remaining **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to

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Packaging Rules
the work outcome, local industry requirements and the qualification level. **Core units** CUSOHS301A Follow occupational health and safety procedures CUFCMP301A Implement copyright arrangements CUSIND301B Work effectively in the music industry **Group A units** (**specialist**) **Industry context** CUSIND401A Develop specialist expertise in the music industry **Music composition** CUSMCP401A Develop techniques for arranging music CUSMCP402A Develop techniques for composing music **Music literacy** CUSMLT401A Notate music for performance CUSMLT402A Articulate ideas about music CUSMLT403A Analyse functional harmony **Music performance** CUSMPF302A Prepare for performances CUSMPF304A Make a music demo CUSMPF305A Develop improvisation skills CUSMPF401A Rehearse music for group performances CUSMPF402A Develop and maintain stagecraft skills CUSMPF403A Develop repertoire as part of a backup group CUSMPF404A Perform music as part of a group CUSMPF405A Develop instrumental techniques CUSMPF406A Perform music as a soloist CUSMPF407A Develop vocal techniques CUSMPF408A Develop performance techniques on a second instrument CUSMPF409A Perform music using digital media CUSMPF410A Perform music from written notation

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Packaging Rules
Group B units
Audio/sound
CUSSOU301A Provide sound reinforcement
CUSSOU302A Record and mix a basic music demo
Creative process
BSBCRT401A Articulate, present and debate ideas
BSBCRT402A Collaborate in a creative process
Design process
BSBDES401A Generate design solutions
Industry context
CUSIND302A Plan a career in the creative arts industry
CUFIND401A Provide services on a freelance basis
Information management and research
BSBRES401A Analyse and present research information
CUFRES401A Conduct research
Learning and development
TAAASS401C Plan and organise assessment
TAAASS402C Assess competence
TAADEL401B Plan and organise group based delivery
TAADEL402B Facilitate group based learning
TAADEL403B Facilitate individual learning
Music composition
CUSMCP301A Compose simple songs or musical pieces
CUSMCP302A Write song lyrics
CUSMCP303A Develop simple musical pieces using electronic media
Music literacy
CUSMLT301A Apply knowledge of genre to music making
CUSMLT302A Develop and apply aural-perception skills
Music performance
CUSMPF303A Contribute to backup accompaniment
Occupational health and safety
BSBOHS407A Monitor a safe workplace

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Packaging Rules

Small and micro business

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

BSBSMB408B Manage personal, family, cultural and business obligations

Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Workplace effectiveness

BSBWOR401A Establish effective workplace relationships

BSBWOR402A Promote team effectiveness

BSBWOR403A Manage stress in the workplace

Writing

BSBWRT401A Write complex documents

CUFWRT301A Write content for a range of media

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.

Musician

Core units plus:

- BSBCRT402A Collaborate in a creative process
- CUFIND401A Provide services on a freelance basis
- CUSMCP401A Develop techniques for arranging music
- CUSMPF410A Perform music from written notation
- CUSMLT402A Articulate ideas about music
- CUSMPF401A Rehearse music for group performances
- CUSMPF402A Develop and maintain stagecraft skills
- CUSMPF403A Develop repertoire as part of a backup group
- CUSMPF404A Perform music as part of a group
- CUSMPF405A Develop instrumental techniques
- CUSMPF408A Develop performance techniques on a second instrument

Singer-songwriter

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Packaging Rules
Core units plus: • CUFIND401A Provide services on a freelance basis • CUSIND401A Develop specialist expertise in the music industry • CUSMCP301A Compose simple songs or musical pieces • CUSMCP302A Write song lyrics • CUSMCP402A Develop techniques for composing music • CUSMLT401A Notate music for performance • CUSMLT403A Analyse functional harmony • CUSMPF401A Rehearse music for group performances • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF406A Perform music as a soloist • CUSMPF407A Develop vocal techniques

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CUS40209 Certificate IV in Sound Production

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Job roles

- sound mixer/technician
- sound recordist.
-

Pathways Information

Qualification pathways.

Pathways into the qualification

- CUS30109 Certificate III in Music
- CUS30209 Certificate III in Technical Production
- CUF30107 Certificate III in Media,
- CUE30203 Certificate III in Live Production, Theatre and Events (Technical Operations), or
- 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.

National Standard for Licensing Persons Performing High Risk Work

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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 Services 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

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• using supportive and consultative processes effectively • negotiating with clients or employers to achieve mutually acceptable outcomes • clarifying needs and articulating business ideas to a range of family/community members • researching, analysing, interpreting and reporting information • reading, interpreting and clarifying written or verbal

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	instructions • drawing block diagrams of equipment and system setups • clearly explaining/offering options about sound systems for a range of productions
Teamwork	• working effectively in a team environment • sharing industry information with colleagues and peers • forging effective relationships with internal and/or external people, and developing and maintaining these networks • supervising the implementation of sound plans
Problem-solving	• calculating duration and capacity of recording media at various speeds and sample rates • identifying and interpreting synchronisation time codes • promptly and effectively rectifying sound defects, system failures and mechanical breakdowns • calculating duration and capacity of media at various speeds and sample rates • factoring in a range of costs when establishing fee structures
Initiative and enterprise	• planning for contingencies • responding effectively to equipment or system malfunction and other unexpected events during productions • being proactive in identifying and following through on work opportunities • developing a strategic approach to maximising return from freelance activity • balancing work and personal commitments
Planning and organising	• prioritising work tasks and establishing deadlines • locating and using relevant sources of information in the context of preparing sound plans • planning work to maximise cash flow • establishing and maintaining personal financial and work record-keeping systems • planning integration of new technologies into own professional work practices
Self-management	• identifying own obligations • completing work according to contract terms and conditions • making decisions within level of own responsibility • seeking expert assistance when problems arise • monitoring own work and introducing strategies to improve performance
Learning	• seeking feedback and integrating constructive advice into own work performance

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• using coaching and mentoring skills to provide support to colleagues • keeping abreast of industry developments relevant to own area of work • participating in professional development activities
Technology	• setting up and disassembling audio equipment for playback, mixing and recording in line with manufacturer manuals and OHS specifications • working with a variety of sound-recording equipment • identifying and rectifying equipment faults • using the internet as a source of information • using standard word processing, spreadsheet and database applications • using information management skills to store and retrieve relevant documents

Packaging Rules

Packaging Rules
Total number of units = 14 **3 core units** **7 Group A units** **4 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B** units listed below. The remaining **2 elective units** may be selected from the **Group A** and/or **Group B** units listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. If not listed below, **1** of these units may be selected from a Diploma level qualification. No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to

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Packaging Rules
the work outcome, local industry requirements and the qualification level. **Core units** CUSOHS301A Follow occupational health and safety procedures CUETEM03C Establish and manage production requirements and resources CUFCMP301A Implement copyright arrangements **Group A units (specialist)** **Audio/sound** CUESOU03C Operate professional audio equipment CUESOU04C Mix live audio CUESOU11B Set up and operate stage monitor systems CUSSOU303A Set up and disassemble audio equipment CUSSOU304A Restore audio tracks CUSSOU305A Analyse soundtracks CUSSOU401A Record sound CUSSOU402A Develop and implement sound plans CUSSOU403A Perform advanced sound editing CUSSOU404A Edit dialogue CUSSOU405A Mix recorded music CUSSOU406A Record sound on location CUSSOU407A Coordinate location sound recording **Industry context** CUFIND401A Provide services on a freelance basis CUFIND402A Develop screen and media specialist expertise CUSIND401A Develop specialist expertise in the music industry **Music composition** CUSMCP303A Develop simple musical pieces using electronic media **Music literacy** CUSMLT301A Apply knowledge of genre to music making CUSMLT302A Develop and apply aural-perception skills **Post-production**

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Packaging Rules
CUFPOS402A Manage media assets **Project management** BSBPMG402A Apply time management techniques **Group B units** **Audio/sound** CUESOU08B Select and manage microphone and other audio input sources CUESOU09B Manage and compile audio replay material CUESOU10B Operate wireless audio equipment CUFSOU204A Perform basic sound editing CUFSOU301A Prepare audio assets CUFSOU302A Compile audio material for broadcast CUSSOU301A Provide sound reinforcement CUSSOU302A Record and mix a basic music demo **Construction** CPCCOHS1001A Work safely in the construction industry **Creative process** BSBCRT401A Articulate, present and debate ideas BSBCRT402A Collaborate in a creative process **Design process** BSBDES401A Generate design solutions **Digital content and imaging** CUFDIG401A Author interactive media CUFDIG402A Design user interfaces CUFDIG403A Create user interfaces **General maintenance** CUFGMT301A Repair and maintain production equipment **ICT support and use** BSBEBU401A Review and maintain a website BSBITU402A Develop and use complex spreadsheets ICAS4191B Maintain website performance ICAT4221B Locate equipment, system and software faults

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Packaging Rules
Industry context
BSBCON401A Work effectively in a business continuity context
CUFIND301A Work effectively in the screen and media industries
CUSIND302A Plan a career in the creative arts industry
Information management and research
BSBRES401A Analyse and present research information
CUFRES401A Conduct research
Occupational health and safety
BSBOHS407A Monitor a safe workplace
Post-production
CUFPOS201A Perform basic vision and sound editing
Relationship management
FNSICGEN402B Participate in negotiations
Rigging
CPCCLRG3001A Licence to perform rigging basic level
CPCCLRG3002A Licence to perform rigging intermediate level
CPCCLRG4001A Licence to perform rigging advanced level
Small and micro business
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
BSBSMB408B Manage personal, family, cultural and business obligations
Sustainability
BSBSUS201AParticipate in environmentally sustainable work practices
Workplace effectiveness
BSBWOR401A Establish effective workplace relationships
BSBWOR402A Promote team effectiveness
BSBWOR403A Manage stress in the workplace
Selecting electives for different outcomes

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Packaging Rules

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:

Sound mixer/technician

Core units plus:

- BSBWOR401A Establish effective workplace relationships
- CUESOU03C Operate professional audio equipment
- CUESOU04C Mix live audio
- CUESOU09B Manage and compile audio replay material
- CUESOU10B Operate wireless audio equipment
- CUESOU11B Set up and operate stage monitor systems
- CUFIND401A Provide services on a freelance basis
- CUSIND401A Develop specialist expertise in the music industry
- CUSMLT301A Apply knowledge of genre to music making
- CUSSOU303A Set up and disassemble audio equipment
- CUSSOU402A Develop and implement sound plans

Sound recordist

Core units plus:

- BSBWOR402A Promote team effectiveness
- CUFIND401A Provide services on a freelance basis
- CUSIND401A Develop specialist expertise in the music industry
- CUESOU03C Operate professional audio equipment
- CUESOU08B Select and manage microphone and other audio input sources
- CUFPOS402A Manage media assets
- CUSSOU405A Mix recorded music
- CUSSOU401A Record sound
- CUSSOU402A Develop and implement sound plans
- CUSSOU403A Perform advanced sound editing

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CUS40309 Certificate IV in Music Business

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who use well-developed skills and a broad knowledge base in a wide variety of contexts. They apply solutions to a defined range of unpredictable problems, and analyse and evaluate information from a variety of sources. They may provide leadership and guidance to others with some limited responsibility for the output of others.

Job roles

- band/artist manager
- booking agent
- music marketing and promotions officer
- self-employed (independent) musician.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- Certificate III qualification in marketing or business management (e.g. CUS30309 Certificate III in Music Business or BSB30107 Certificate III in Business)
- vocational experience in marketing or business management, but without formal marketing or business management qualifications
- 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.

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Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• negotiating effectively with music industry personnel to confirm contractual obligations and expectations • interpreting legal requirements, contracts, company policies and procedures • reporting, recordkeeping and applying consultation skills to operate the business • reading a variety of texts, preparing general information and papers • writing formal and informal letters according to target audience • proofreading skills to check for accuracy and consistency of information by consulting additional resources • interpreting and evaluating the purposes and uses of various features of spreadsheets
Teamwork	• sharing industry information with colleagues and peers • working effectively in a team and acknowledging cultural protocols • working constructively with users of published works • working cooperatively with artists and performers
Problem-solving	• interpreting relevant technical data • managing performance information and controlling finances • analysing compliance information • addressing issues which may affect plans and their implementation • collating and presenting data, graphs and related references • balancing artistic and commercial deliverables of performing/recording deals • calculating royalties and performance fees and addressing discrepancies • apportioning publishing income to originators of published

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	works • analysing markets, assessing promotional opportunities for published works and monitoring developments in new media
Initiative and enterprise	• comparing and assessing the commercial potential of performing/recording contracts • identifying alternative approaches to monitoring the use of published works • identifying commercial potential of works listed in a publisher's copyright files • providing advocacy in the presentation of published works for exploitation
Planning and organising	• monitoring own work and introducing strategies to improve performance • prioritising work tasks and establishing deadlines • investigating legal structures, taxation and insurance requirements • developing implementation schedules • promoting artists and securing suitable performing/recording contracts • planning effective promotion strategies
Self-management	• prioritising tasks to meet key dates • using a variety of strategies for planning, prioritising and reviewing own work
Learning	• seeking feedback and integrating constructive advice into own work performance • obtaining and interpreting information to ensure currency of work practice • identifying opportunities to maintain and enhance industry knowledge • maintaining currency of music licensing knowledge
Technology	• using relevant industry software to access/download industry information, including contractual and legal information • using information-management skills to store and retrieve relevant documents • using relevant business equipment

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Packaging Rules

Packaging Rules
Total number of units = 14 **4 core units** **6 Group A units** **4 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B units** listed below. The remaining **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level. **Core units** BSBSMB405A Monitor and manage small business operations CUFCMP301A Implement copyright arrangements CUSIND301B Work effectively in the music industry CUSOHS301A Follow occupational health and safety procedures **Group A units** (**specialist**) **Creative process** BSBCRT402A Collaborate in a creative process **Event management** CUSEVT301A Book performance venues **Industry context** BSBCON401A Work effectively in a business continuity context CUFIND401A Provide services on a freelance basis CUSIND401A Develop specialist expertise in the music industry **Management**

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Packaging Rules
CUSMGT401A Manage distribution of music and associated products
CUSMGT402A Administer music publishing income
CUSMGT403A Manage licensing of music
CUSMGT404A Administer artists' royalty income
Marketing
CUSMKG301A Assist with the promotion of creative acts
SITXMPR001A Coordinate the production of brochures and marketing materials
Music literacy
CUSMLT301A Apply knowledge of genre to music making
Music performance
CUSMPF304A Make a music demo
Project management
BSBPMG402A Apply time management techniques
Purchasing and contracting
BSBPUR402B Negotiate contracts
Public relations
BSBPUB401A Develop and apply knowledge of public relations industry
Group B units
Advertising
BSBADV405A Perform media calculations
BSBADV406A Buy and monitor media
BSBADV407A Apply media analysis and processing tools
Creative process
BSBCRT401A Articulate, present and debate ideas
Customer service
BSBCUS401A Coordinate implementation of customer service strategies
Design process
BSBDES401A Generate design solutions
Digital content and imaging
CUFDIG401A Author interactive media
CUFDIG402A Design user interfaces

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Packaging Rules
CUFDIG403A Create user interfaces
Financial administration
BSBFIA401A Prepare financial reports
BSBFIA402A Report on financial activity
CUVADM10B Research and utilise revenue and funding opportunities
Human resource management
BSBHRM402A Recruit, select and induct staff
ICT support and use
BSBEBU401A Review and maintain a website
BSBITU401A Design and develop complex text documents
BSBITU402A Develop and use complex spreadsheets
BSBITU404A Produce complex desktop published documents
ICAS4191B Maintain website performance
Information management and research
BSBRES401A Analyse and present research information
CUFRES401A Conduct research
Interpersonal communication
BSBCMM401A Make a presentation
Learning and development
BSBLED401A Develop teams and individuals
Management
BSBMGT402A Implement operational plan
BSBMGT403A Implement continuous improvement
CUETEM03C Establish and manage production requirements and resources
Marketing
BSBMKG401B Profile the market
BSBMKG402B Analyse consumer behaviour for specific markets
BSBMKG408B Conduct market research
BSBMKG413A Promote products and services
BSBMKG414A Undertake marketing activities
BSBMKG415A Research international markets
BSBMKG416A Market goods and services internationally

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Packaging Rules
Occupational health and safety BSBOHS407A Monitor a safe workplace **Post-production** CUFPOS402A Manage media assets **Project management** BSBPMG401A Apply project scope management techniques **Purchasing and contracting** BSBPUR401B Plan purchasing **Relationship management** FNSICGEN402B Participate in negotiations **Risk management** BSBRSK401A Identify risk and apply risk management processes **Small and micro business** 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 BSBSMB408B Manage personal, family, cultural and business obligations **Sustainability** BSBSUS201AParticipate in environmentally sustainable work practices **Workplace effectiveness** BSBWOR401A Establish effective workplace relationships BSBWOR402A Promote team effectiveness BSBWOR403A Manage stress in the workplace **Writing** BSBWRT401A Write complex documents CUFWRT301A Write content for a range of media **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. **Band/artist manager**

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Packaging Rules

Core units plus:

- BSBITU402A Develop and use complex spreadsheets
- BSBMKG414A Undertake marketing activities
- BSBSMB401A Establish legal and risk management requirements of small business
- CUFIND401A Provide services on a freelance basis
- CUSIND401A Develop specialist expertise in the music industry
- CUSEVT301A Book performance venues
- CUSMGT401A Manage distribution of music and associated products
- CUSMGT402A Administer music publishing income
- CUSMGT403A Manage licensing of music
- CUSMGT404A Administer artists' royalty income

Booking agent

Core units plus:

- BSBCRT402A Collaborate in a creative process
- BSBCUS401A Coordinate implementation of customer service strategies
- BSBMKG413A Promote products and services
- BSBMKG414A Undertake marketing activities
- BSBMKG408B Conduct market research
- BSBPUR402B Negotiate contracts
- CUFIND401A Provide services on a freelance basis
- CUSEVT301A Book performance venues
- CUSIND401A Develop specialist expertise in the music industry
- CUSMLT301A Apply knowledge of genre to music making

Music marketing and promotions officer

Core units plus:

- BSBCMM401A Make a presentation
- BSBITU402A Develop and use complex spreadsheets
- BSBMKG413A Promote products and services
- BSBMKG414A Undertake marketing activities
- BSBPUR402B Negotiate contracts
- CUFIND401A Provide services on a freelance basis
- CUSIND401A Develop specialist expertise in the music industry
- CUSMGT401A Manage distribution of music and associated products
- CUSMKG301A Assist with the promotion of creative acts
- SITXMPR001A Coordinate the production of brochures and marketing materials

Self-employed (independent) musician

Core units plus:

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Packaging Rules
• BSBMKG413A Promote products and services • BSBPUR402B Negotiate contracts • CUFIND401A Provide services on a freelance basis • CUSIND401A Develop specialist expertise in the music industry • CUSMPF304A Make a music demo • BSBEBU401A Review and maintain a website • CUSEVT301A Book performance venues • CUSMLT301A Apply knowledge of genre to music making • CUSMGT401A Manage distribution of music and associated products • CUSMGT403A Manage licensing of music

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CUS50109 Diploma of Music

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who possess a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan, carry out and evaluate own work and/or that of a team.

Job roles

- composer
- instrumentalist
- vocalist.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- Certificate IV qualification in music, e.g. CUS40109 Certificate IV in Music
- extensive vocational experience in music practice.
-

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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• obtaining and interpreting information to ensure currency of work practice • sharing industry information with colleagues and peers • consulting with staff and promoting a safe workplace • negotiating deals and achieving agreed outcomes • interpreting the needs and rights of relevant parties
Teamwork	• working effectively in a team and acknowledging cultural protocols • working with relevant parties when negotiating deals • working cooperatively with other performers and music personnel • discussing program requirements in a collaborative manner
Problem-solving	• analysing relevant workplace data in order to identify hazards, and to assess and control risks • dealing with complex and non-routine difficulties • interpreting relevant legislation to complete copyright documentation • solving problems arising from negotiating deals • establishing and maintaining personal financial and work recordkeeping systems • developing personal budgets and monitoring income and expenditure against budgets
Initiative and enterprise	• interpreting musical structures and elements to enhance musical outcomes in performance • interpreting creative work from written notation • interpreting expression and stylistic conventions from written music • recovering errors with minimal disruption to performance • achieving own individual style of musical expression
Planning and organising	• monitoring own work and introducing strategies to improve performance • planning work tasks in a logical sequence

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• setting work and practice goals • researching information on musical styles, elements and forms or structures • preparing and circulating personal portfolios to potential clients or employers • planning for contingencies
Self-management	• working to personal goals • preparing self for performance • seeking expert assistance when problems arise • maintaining an appropriate standard of personal presentation in an audition context • demonstrating reliability in all agreed work commitments
Learning	• identifying opportunities to maintain and enhance industry knowledge • seeking feedback and integrating constructive advice into own professional practice • practising strategically to overcome specific technical, expressive or sound-production problems • using feedback to identify strengths and weaknesses in technique to improve own technical facility • extending appropriate repertoire knowledge
Technology	• storing and retrieving relevant workplace data • using documentation systems for preparing formal contracts and recording and storing copyright agreements • discriminating and adjusting pitch to produce the required sound • producing planned sound consistently across a wide dynamic range

Packaging Rules

Packaging Rules
Total number of units = 16 **3 core units**, **7 Group A units** **6 elective units**

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Packaging Rules

3 elective units must be selected from the **Group A** and/or **Group B units** listed below.

The remaining **3 elective units** may be selected from the **Group A** and **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level.

No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

CUSOHS301A Follow occupational health and safety procedures

CUFCMP501A Manage and exploit copyright arrangements

CUSIND501A Apply music knowledge and artistic judgement

Group A units (**specialist**)

Creative process

BSBCRT501A Originate and develop concepts

Industry context

CUFIND401A Provide services on a freelance basis

CUSIND401A Develop specialist expertise in the music industry

Learning and development

CUSLED501A Provide instrumental or vocal tuition

CUSLED502A Provide tuition for composition

Music composition

CUSMCP401A Develop techniques for arranging music

CUSMCP402A Develop techniques for composing music

CUSMCP501A Compose music using electronic media

CUSMCP502A Compose music for screen

CUSMCP503A Prepare compositions for publishing

Music literacy

CUSMLT501A Refine aural-perception skills

CUSMLT502A Apply concepts about the impact of music to professional practice

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Packaging Rules
CUSWRT501A Write about music
Music performance
CUSMPF406A Perform music as a soloist
CUSMPF501A Prepare a program for performance
CUSMPF502A Incorporate interactive technology into performance
CUSMPF503A Perform accompaniment
CUSMPF505A Perform improvisation for audiences
CUSMPF506A Develop technical skills and expand repertoire
CUSMPF507A Present live audition programs
CUSMPF508A Provide musical leadership in performance
Group B units
Audio/sound
CUSSOU401A Record sound
CUSSOU405A Mix recorded music
Design process
BSBDES501A Implement design solutions
Innovation
BSBINN501A Establish systems that support innovation
BSBINN502A Build and sustain an innovative work environment
Information management and research
BSBINM501A Manage an information or knowledge management system
CUFRES401A Conduct research
CUVADM13B Research and critique cultural work(s)
Learning and development
TAADES501B Design and develop learning strategies
TAADES502B Design and develop learning resources
TAAENV501B Maintain and enhance professional practice
Music literacy
CUSMLT401A Notate music for performance
CUSMLT402A Articulate ideas about music
CUSMLT403A Analyse functional harmony

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Packaging Rules

Music performance

CUESMT06C Plot technical requirements from scores

CUSMPF401A Rehearse music for group performances

CUSMPF402A Develop and maintain stagecraft skills

CUSMPF403A Develop repertoire as part of a backup group

CUSMPF404A Perform music as part of a group

CUSMPF409A Perform music using digital media

CUSMPF410A Perform music from written notation

Occupational health and safety

BSBOHS407A Monitor a safe workplace

Project management

BSBPMG510A Manage projects

Sustainability

BSBSUS201A Participate in environmentally sustainable work practices

Workplace effectiveness

BSBWOR502A Ensure team effectiveness

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:

Composer

Core units plus:

- BSBCRT501A Originate and develop concepts
- CUFIND401A Provide services on a freelance basis
- CUSIND401A Develop specialist expertise in the music industry
- CUSMCP401A Develop techniques for arranging music
- CUSMCP402A Develop techniques for composing music
- CUSMCP501A Compose music using electronic media
- CUSMCP502A Compose music for screen
- CUSMCP503A Prepare compositions for publishing
- CUSMLT401A Notate music for performance
- CUSMLT402A Articulate ideas about music
- CUSMLT403A Analyse functional harmony
- CUSMLT501A Refine aural-perception skills

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Packaging Rules
• CUSMLT502A Apply concepts about the impact of music to professional practice **Instrumentalist** Core units plus: • CUFIND401A Provide services on a freelance basis • CUSIND401A Develop specialist expertise in the music industry • CUSMPF410A Perform music from written notation • CUSMLT402A Articulate ideas about music • CUSMLT403A Analyse functional harmony • CUSMLT501A Refine aural-perception skills • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF404A Perform music as part of a group • CUSMPF501A Prepare a program for performance • CUSMPF505A Perform improvisation for audiences • CUSMPF506A Develop technical skills and expand repertoire • CUSMPF507A Present live audition programs **Vocalist** Core units plus: • CUFIND401A Provide services on a freelance basis • CUSIND401A Develop specialist expertise in the music industry • CUSMPF410A Perform music from written notation • CUSMLT402A Articulate ideas about music • CUSMLT403A Analyse functional harmony • CUSMLT501A Refine aural-perception skills • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF406A Perform music as a soloist • CUSMPF501A Prepare a program for performance • CUSMPF505A Perform improvisation for audiences • CUSMPF506A Develop technical skills and expand repertoire • CUSMPF507A Present live audition programs

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CUS50209 Diploma of Sound Production

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who possess a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan, carry out and evaluate own work and/or that of a team.

Job roles

- assistant sound engineer
- sound designer.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- a relevant Certificate IV qualification, e.g. CUS40209 Certificate IV in Sound Production; CUF40107 Certificate IV in Screen and Media; and CUE40303 Certificate IV in Live Production, Theatre and Events (Technical Operations)
- extensive vocational experience in sound production.
-

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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• consulting with staff and promoting a safe workplace • negotiating deals and achieving agreed outcomes • interpreting the needs and rights of relevant parties • relating to people from diverse backgrounds and with diverse abilities • developing, reading and interpreting sound-design concept specifications • writing reports documenting the evaluation of the sound design implementation • communicating the production vision and concept within the constraints of the production requirements • providing feedback to recording personnel on appropriate recording and production techniques • explaining/offering suitable alternatives when production recording difficulties cannot be resolved within operational constraints • interpreting and developing a varied range of complex business documents
Teamwork	• working effectively in a team and acknowledging cultural protocols • working with team members and other stakeholders to maintain project schedules • addressing team conflict and building an environment of trust • working cooperatively with and providing leadership to personnel involved in sound design and implementation
Problem-solving	• analysing relevant workplace data in order to identify hazards, and to assess and control risks • dealing with complex and non-routine difficulties • interpreting relevant legislation to complete copyright documentation • building contingencies into sound designs • promptly and effectively rectifying performance, performance environment and other technical issues

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• explaining/offering suitable alternatives when production recording difficulties cannot be resolved within operational constraints • evaluating complex information from varied sources to develop strategic management approaches to physical assets • analysing and preparing a wide range of financial data • interpreting estimates and financial agreements for physical asset acquisition
Initiative and enterprise	• identifying market requirements • listening critically to and continuously evaluating aspects of sound to fulfil, and even go beyond the requirements of sound briefs • thinking laterally when developing concepts • shaping music/sound imaginatively • communicating the production vision and concept within the constraints of production requirements
Planning and organising	• monitoring own work and introducing strategies to improve performance • developing, monitoring and maintaining implementation schedules • locating and using relevant sources of sound and information to respond to creative requirements of sound design briefs • developing and implementing complex and interrelated workplace procedures, systems and schedules for physical asset management • comparing time lines and promotional costs against budgets
Self-management	• prioritising work tasks and meeting deadlines • seeking feedback and integrating constructive advice into own professional practice • providing appropriate and timely documentation
Learning	• identifying opportunities to maintain and enhance industry knowledge • mentoring and coaching team members • obtaining and interpreting information to ensure currency of work practice
Technology	• storing and retrieving relevant workplace data • using documentation systems for preparing formal contracts and recording or storing copyright agreements • accessing/downloading industry information • working with a variety of sound recording, production and playback equipment.

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Packaging Rules

Packaging Rules
Total number of units = 16 **3 core units** **8 Group A units** **5 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B** units listed below. The remaining **3 elective units** may be selected from the **Group A** and/or **Group B** units listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level. **Core units** BSBOHS509A Ensure a safe workplace CUSIND401A Develop specialist expertise in the music industry CUSIND501A Apply music knowledge and artistic judgement **Group A units** (**specialist**) **Audio**/**sound** CUESOU04C Mix live audio 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 CUSSOU401A Record sound CUSSOU402A Develop and implement sound plans

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Packaging Rules
CUSSOU403A Perform advanced sound editing
CUSSOU405A Mix recorded music
CUSSOU501A Develop sound designs
CUSSOU502A Produce sound recordings
CUSSOU503A Implement sound designs
CUSSOU504A Create a final sound balance
CUSSOU505A Compile music for soundtracks
Compliance
CUFCMP501A Manage and exploit copyright arrangements
Creative process
BSBCRT501A Originate and develop concepts
Music composition
CUSMCP501A Compose music using electronic media
Music literacy
CUSMLT501A Refine aural-perception skills
CUSMLT502A Apply concepts about the impact of music to professional practice
Music performance
CUSMPF502A Incorporate interactive technology into performance
Project management
BSBPMG510A Manage projects
Group B units
Audio/sound
CUSSOU404A Edit dialogue
CUSSOU406A Record sound on location
CUSSOU407A Coordinate location sound recording
Design process
BSBDES501A Implement design solutions
Digital content and imaging
CUFDIG502A Design web environments
Financial management
BSBFIM501A Manage budgets and financial plans

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Packaging Rules
SITXFIN007A Manage physical assets
Human resource management
BSBHRM506A Manage recruitment selection and induction processes
ICT support and use
ICAA5144B Determine best-fit topology for a local network
ICAI5172B Implement backbone technologies in a local area network
ICAS5199B Manage business websites and servers
ICAS5203B Evaluate and select a web hosting service
Information management
BSBINM501A Manage an information or knowledge management system
CUFRES401A Conduct research
Industry context
BSBCON401A Work effectively in a business continuity context
CUFIND401A Provide services on a freelance basis
CUFIND402A Develop screen and media specialist expertise
Innovation
BSBINN501A Establish systems that support innovation
BSBINN502A Build and sustain an innovative work environment
Occupational health and safety
BSBOHS407A Monitor a safe workplace
Post-production
CUFPOS402A Manage media assets
Project management
BSBPMG501A Manage application of project integrative processes
BSBPMG503A Manage project time
Risk management
BSBRSK501A Manage risk
Sustainability
BSBSUS301A Implement and monitor environmentally sustainable work practices
Workplace effectiveness
BSBWOR502A Ensure team effectiveness

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Packaging Rules

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:

Assistant sound engineer

Core units plus:

- BSBPMG510A Manage projects
- BSBWOR502A Ensure team effectiveness
- 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
- CUSSOU402A Develop and implement sound plans
- CUSSOU405A Mix recorded music
- CUSSOU501A Develop sound designs
- CUSSOU502A Produce sound recordings
- CUSSOU503A Implement sound designs
- CUSSOU504A Create a final sound balance
- SITXFIN007A Manage physical assets

Sound designer

Core units plus:

- CUSSOU501A Develop sound design
- CUSSOU503A Implement sound design
- 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
- BSBCRT501A Originate and develop concepts
- CUSSOU504A Create a final sound balance
- CUFCMP501A Manage and exploit copyright arrangements
- BSBPMG510A Manage projects
- CUFIND401A Provide services on a freelance basis
- BSBFIM501A Manage budgets and financial plans
- SITXFIN007A Manage physical assets
- BSBWOR502A Ensure team effectiveness

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CUS50309 Diploma of Music Business

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who possess a sound theoretical knowledge base and use a range of specialised, technical or managerial competencies to plan, carry out and evaluate own work and/or that of a team.

Job roles

- licensing manager
- music merchandiser
- music promoter
- music publisher
- music/artist manager.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- a Certificate IV qualification in marketing or business management, e.g. CUS40309 Certificate IV in Music Business, BSB40207 Certificate IV in Business and BSB41307 Certificate IV in Marketing
- extensive vocational experience in marketing or business management
- extensive vocational experience in music industry administration.
-

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.

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Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• consulting with staff and promoting a safe workplace • relating to people from diverse backgrounds and with diverse abilities • preparing complex reports • interpreting the needs and rights of relevant parties • advising artists on the commercial feasibility of their repertoire • maintaining comprehensive business networks to promote artists' careers • mentoring and counselling artists effectively, ethically, sensitively and tactfully • negotiating performance and publicity opportunities on behalf of artists • advocating and promoting ideas and new talent • negotiating and problem solving in relation to situations that arise during touring • preparing communications about risk management and encouraging stakeholder involvement • drafting, interpreting and finalising contracts • negotiating contractual terms and conditions • applying communication, reporting, recordkeeping and consultation skills to operate the business
Teamwork	• working effectively in a team and acknowledging cultural protocols • working with relevant parties when negotiating deals • working collaboratively with artists • working constructively with users of published works • working collaboratively on ideas and articulating the rationale for concepts in ways that promote constructive discussion with others

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• managing a marketing team
Problem-solving	• analysing relevant workplace data in order to identify hazards, and to assess and control risks • dealing with complex and non-routine difficulties • solving problems arising from negotiating deals • interpreting relevant technical data • developing structured funding plans • evaluating business deals to determine alignment with own and artists' interests • identifying and resolving actual and potential conflicts of interest when representing artists • facilitating accurate royalty payments and records • reading, understanding and updating a budget • analysing marketing performance, revenue and cost • clarifying and resolving contractual discrepancies and variations • investigating legal structures, taxation and insurance requirements
Initiative and enterprise	• developing and nurturing talent in the interest of artists and the intended market • identifying the commercial potential of current and future music market trends • assessing the marketability of new and emerging talent • assessing promotional opportunities for published works and monitoring developments in new media • providing advocacy in the presentation of published works for exploitation • generating a range of innovative concepts and ideas, using lateral thinking and taking a visionary approach to developing concepts and ideas
Planning and organising	• maintaining financial records in compliance with legislative requirements • managing people and projects • planning promotions and promotional campaigns • undertaking business and financial planning • ensuring negotiated agreements are kept within budget • aligning and connecting artists and producers • planning and implementing risk management processes • preparing project proposals and promotional materials • developing strategies for achieving contractual outcomes • monitoring observance of contractual terms and conditions

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
Self-management	• continuously assessing own leadership and teamwork skills against the professional and career development of managed artists • setting priorities to achieve realisable short and long-term goals • monitoring own work and introducing strategies to improve performance
Learning	• identifying opportunities to maintain and enhance industry knowledge • seeking feedback and integrating constructive advice into own professional practice • evaluating own business skills, identifying deficits and using opportunities to address deficits • improving own negotiation skills • obtaining and interpreting information to ensure currency of work practice
Technology	• using industry-current online copyright licensing, accounting, bookkeeping, financial and/or spreadsheet software • accessing music downloads, websites and blogs • downloading contractual and legal information

Packaging Rules

Packaging Rules
Total number of units = 16 **4 core units** **7 Group A units** **5 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B units** listed below. The remaining **3 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level. No more than **3 Group A or Group B units** previously achieved as part of another

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Packaging Rules
qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level. **Core units** CUSOHS301A Follow occupational health and safety procedures BSBSMB401A Establish legal and risk management requirements of small business CUFCMP501A Manage and exploit copyright arrangements CUSIND501A Apply music knowledge and artistic judgement **Group A units** (**specialist**) **Creative process** BSBCRT501A Originate and develop concepts **Event management** CUETEM07B Tour the production SITXEVT013A Manage event staging SITXEVT017A Provide on-site event management services **Financial management** BSBFIM501A Manage budgets and financial plans CUSFIM501A Secure funding for projects **Management** CUEFOH06C Manage venue services CUSMGT401A Manage distribution of music and associated products CUSMGT402A Administer music publishing income CUSMGT403A Manage licensing of music CUSMGT404A Administer artists' royalty income CUSMGT502A Manage artists and their careers CUSMGT503A Develop artists and repertoire CUSPUR501A Establish and manage recording contracts **Marketing** CUSMKG501A Manage the promotion of creative acts SITXMPR001A Coordinate the production of brochures and marketing materials **Music literacy**

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Packaging Rules
CUSMLT502A Apply concepts about the impact of music to professional practice
CUSWRT501A Write about music
Project management
BSBPMG510A Manage projects
Research
CUFRES401A Conduct research
Risk management
BSBRSK501A Manage risk
Group B units
Advertising
BSBADV507B Develop a media plan
BSBADV509A Create mass print media advertisements
BSBADV510A Create mass electronic media advertisements
BSBADV511A Evaluate and recommend advertising media options
Customer service
BSBCUS501A Manage quality customer service
Design process
BSBDES501A Implement design solutions
Digital content and imaging
CUFDIG502A Design web environments
CUVPHI514A Employ colour management in a digital imaging workplace
Event management
SITXEVT009A Develop event concepts
SITXEVT010A Evaluate and address event regulatory requirements
SITXEVT012A Select event venues and sites
SITXEVT014A Develop conference programs
SITXEVT015A Manage exhibitions
SITXEVT016A Organise and monitor event infrastructure
Financial management
CUEFIN03C Obtain sponsorship
FNSICORG501B Develop a budget

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Packaging Rules
FNSICORG502B Manage a budget
SITXFIN007A Manage physical assets
General administration
BSBADM502B Manage meetings
BSBADM506B Manage business document design and development
Human resource management
BSBHRM503A Manage performance management systems
BSBHRM506A Manage recruitment selection and induction processes
ICT support and use
ICAS5199B Manage business websites and servers
ICAS5203B Evaluate and select a web hosting service
Industry context
BSBCON401A Work effectively in a business continuity context
CUFIND401A Provide services on a freelance basis
CUSIND401A Develop specialist expertise in the music industry
Information management and research
BSBINM501A Manage an information or knowledge management system
CUFRES401A Conduct research
Innovation
BSBINN501A Establish systems that support innovation
BSBINN502A Build and sustain an innovative work environment
Management
BSBMGT502B Manage people performance
BSBMGT515A Manage operational plan
BSBMGT516A Facilitate continuous improvement
Marketing
BSBMKG501B Identify and evaluate marketing activities
BSBMKG502B Establish and adjust the marketing mix
BSBMKG506B Plan market research
BSBMKG507A Interpret market trends and developments
BSBMKG511A Analyse data from international markets
BSBMKG513A Promote products and services to international markets

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Packaging Rules
BSBMKG514A Implement and monitor marketing activities BSBMKG516A Profile international markets BSBMKG517A Analyse consumer behaviour for specific international markets **Occupational health and safety** BSBOHS407A Monitor a safe workplace **Project management** BSBPMG501A Manage application of project integrative processes BSBPMG503A Manage project time **Public relations** BSBPUB502A Develop and manage complex public relations campaigns BSBPUB503A Manage fundraising and sponsorship activities BSBPUB504A Develop and implement crisis management plans **Purchasing and contracting** BSBPUR402B Negotiate contracts **Sustainability** BSBSUS301AImplement and monitor environmentally sustainable work practices **Workplace effectiveness** BSBWOR502A Ensure team effectiveness **Writing** BSBWRT501A Write persuasive copy CUFWRT401A Edit texts **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: **Licensing manager** Core units plus: • BSBINM501A Manage an information or knowledge management system • BSBPMG510A Manage projects • BSBRSK501A Manage risk • CUFRES401A Conduct research • CUSIND401A Develop specialist expertise in the music industry • CUSMGT401A Manage distribution of music and associated products

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Packaging Rules

- CUSMGT402A Administer music publishing income
- CUSMGT403A Manage licensing of music
- CUSMGT404A Administer artists' royalty income
- CUSWRT501A Write about music
- FNSICORG502B Manage a budget
- SITXMPR001A Coordinate the production of brochures and marketing materials

Music marketing and promotions officer

Core units plus:

- BSBADV507B Develop a media plan
- BSBCRT501A Originate and develop concepts
- BSBMKG514A Implement and monitor marketing activities
- BSBPMG510A Manage projects
- BSBRSK501A Manage risk
- CUSFIM501A Secure funding for projects
- CUSIND401A Develop specialist expertise in the music industry
- CUSMKG501A Manage the promotion of creative acts
- CUSWRT501A Write about music
- SITXEVT012A Select event venues and sites
- SITXEVT017A Provide on-site event management services
- SITXMPR001A Coordinate the production of brochures and marketing materials

Music publisher

Core units plus:

- BSBADV507B Develop a media plan
- BSBMGT515A Manage operational plan
- BSBMKG501B Identify and evaluate marketing activities
- BSBPMG510A Manage projects
- BSBRSK501A Manage risk
- CUSIND401A Develop specialist expertise in the music industry
- CUSMGT401A Manage distribution of music and associated products
- CUSMGT402A Administer music publishing income
- CUSMGT403A Manage licensing of music
- CUSMGT503A Develop artists and repertoire
- CUSMLT502A Apply concepts about the impact of music to professional practice
- CUSWRT501A Write about music

Music/artist manager

Core units plus:

- BSBFIM501A Manage budgets and financial plans
- BSBMGT515A Manage operational plan

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Packaging Rules
• BSBMKG514A Implement and monitor marketing activities • CUETEM07B Tour the production • CUSIND401A Develop specialist expertise in the music industry • CUSMKG501A Manage the promotion of creative acts • CUSMGT401A Manage distribution of music and associated products • CUSMGT403A Manage licensing of music • CUSMGT404A Administer artists' royalty income • CUSMGT502A Manage artists and their careers • CUSMGT503A Develop artists and repertoire • CUSPUR501A Establish and manage recording contracts

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CUS60109 Advanced Diploma of Music

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who use wide-ranging analytical, technical, creative, conceptual and managerial skills in their chosen field in the music industry. Their knowledge base may be specialised or broad. These individuals are sometimes accountable for group outcomes.

Job roles

- music arranger
- music director
- musician
- musicologist
- singer (concert, ensemble or opera).
-

Pathways Information

Qualification pathways

Pathways into the qualification

- a Diploma qualification in music, e.g. CUS50109 Diploma of Music
- extensive vocational experience in music practice.
-

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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• negotiating deals and achieving agreed outcomes • interpreting the needs and rights of relevant parties • obtaining and interpreting information to ensure currency of work practice • sharing industry information with colleagues and peers • articulating and debating complex concepts, including musical ideas with peers • researching information • demonstrating high level interpersonal skills • identifying and dealing positively and constructively with conflict • responding positively to constructive feedback • articulating music analysis accurately and appropriately using appropriate conventions of music writing and nomenclature • using language appropriate to the intended audience
Teamwork	• consulting with staff and promoting a safe workplace • working effectively in a team and acknowledging cultural protocols • working with relevant parties when negotiating deals • obtaining acceptance of change processes and inspiring trust • working creatively with individual differences • working constructively with group dynamics
Problem-solving	• dealing with complex concepts and theories of creativity • analysing relevant workplace data in order to identify hazards, and to assess and control risks • dealing with complex and non-routine difficulties • interpreting relevant legislation to complete copyright documentation • solving problems arising from negotiating deals • interpreting relevant technical data • analysing appropriate musical elements within compositions and/or performances • analysing a variety of scales, chord sequences and music

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	systems, including rhythms, time signatures, beat patterns or other elements of musical organisation
Initiative and enterprise	• analysing complex information and developing and substantiating own positions and responses to theories and thinking around creativity • thinking laterally and developing creative means to enable people to accept change positively • matching repertoire to target audience • demonstrating originality and innovative approaches to the performance and interpretation of music for self and others in area of specialisation • interpreting music with appropriate style in intonation, rhythm, attack, timbre, dynamics and tempi for self and others in area of specialisation • phrasing and shaping music appropriately in area of specialisation • understanding and expressing appropriate musical nuance in area of specialisation • leading musical performances appropriately for the context of venues, sound forces available and perceived audience taste in area of specialisation • engaging audiences through appropriate use of stagecraft skills • empathising with the creative work of composers and performers
Planning and organising	• monitoring own work and introducing strategies to improve performance • sequencing events to enable staff to be clear in times of change or turbulence • working within established timeframes to achieve planned outcomes • planning practice to improve own technical facility in performance and directing music in area of specialisation • demonstrating punctuality in all work commitments • using time-management strategies to set priorities
Self-management	• developing and substantiating own views and ideas • extending musical boundaries for self and audience in area of specialisation • matching work commitments to best career outcome • identifying own knowledge and information needs
Learning	• identifying opportunities to maintain and enhance industry knowledge • seeking feedback and integrating constructive advice into own

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	professional practice • evaluating and adjusting career directions and plans realistically to advance in area of specialisation • discerning and listening to advice of colleagues, experts and audience groups to adjust work in line with career direction • listening critically to continuously evaluate and adjust the musical work of self and others in area of specialisation • observing cultural protocols appropriate to the genre or area of specialisation
Technology	• storing and retrieving relevant workplace data • using documentation systems for preparing formal contracts and recording or storing copyright agreements • accessing/downloading industry information • using equipment and instruments in area of specialisation • using technology to improve efficiency and musical outcomes for self and others in area of specialisation • investigating technology to enhance artistic or commercial outcomes in area of specialisation • using word processing tools proficiently

Packaging Rules

Packaging Rules
Total number of units = 15 **3 core units** **7 Group A units** **5 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B units** listed below. The remaining **3 elective units** may be selected from the **Group A** and **Group B units** listed below or may include any unit of competency from any endorsed Training Package or accredited course at the same qualification level. No more than **3 Group A or Group B units** previously achieved as part of another

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Packaging Rules
qualification may be counted towards the qualification. **Core units** CUSOHS301A Follow occupational health and safety procedures CUFCMP501A Manage and exploit copyright arrangements CUSIND501A Apply music knowledge and artistic judgement **Group A units (specialist)** **Audio/sound** CUSSOU502A Produce sound recordings **Creative process** BSBCRT601A Research and apply concepts and theories of creativity **Learning and development** CUSLED501A Provide instrumental or vocal tuition CUSLED502A Provide tuition for composition **Music composition** CUSMCP501A Compose music using electronic media CUSMCP503A Prepare compositions for publishing CUSMCP601A Extend techniques for composing music CUSMCP602A Extend techniques for arranging music **Music literacy** CUSMLT501A Refine aural-perception skills CUSWRT501A Write about music CUSMLT601A Analyse music CUSMLT602A Analyse harmony **Music performance** CUSMPF601A Present a music performance CUSMPF602A Manage stagecraft aspects of performances CUSMPF603A Refine performance techniques and expand repertoire CUSMPF604A Extend improvisation techniques CUSMPF605A Develop advanced vocal techniques CUSMPF606A Conduct musical performances

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Packaging Rules
CUSMPF607A Lead music rehearsals **Workplace effectiveness** BSBWOR502A Ensure team effectiveness **Group B units** **Design process** BSBDES601A Manage design realisation BSBDES602A Research global design trends **Diversity** BSBDIV601A Develop and implement diversity policy **Information management and research** BSBINM601A Manage knowledge and information BSBRES801A Initiate and lead applied research CUVADM13B Research and critique cultural work(s) **Industry context** CUFIND401A Provide services on a freelance basis CUSIND401A Develop specialist expertise in the music industry **Innovation** BSBINN601A Manage organisational change **Management** BSBMGT605B Provide leadership across the organisation BSBMGT608B Manage innovation and continuous improvement BSBMGT615A Contribute to organisation development **Music composition** CUSMCP502A Compose music for screen **Music literacy** CUSMLT502A Apply concepts about the impact of music to professional practice **Music performance** CUESMT06C Plot technical requirements from scores CUSMPF502A Incorporate interactive technology into performance CUSMPF503A Perform accompaniment CUSMPF507A Present live audition programs

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Packaging Rules

CUSMPF508A Provide musical leadership in performance

Project management

BSBPMG601A Direct the integration of projects

Sustainability

BSBSUS301A Implement and monitor environmentally sustainable work practices

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:

Music arranger

Core units plus:

- BSBCRT601A Research and apply concepts and theories of creativity
- CUFIND401A Provide services on a freelance basis
- CUSIND401A Develop specialist expertise in the music industry
- CUSMCP501A Compose music using electronic media
- CUSMCP503A Prepare compositions for publishing
- CUSMCP601A Extend techniques for composing music
- CUSMCP602A Extend techniques for arranging music
- CUSMLT501A Refine aural-perception skills
- CUSMLT502A Apply concepts about the impact of music to professional practice
- CUSWRT501A Write about music
- CUSMLT601A Analyse music
- CUSMLT602A Analyse harmony

Music director

Core units plus:

- BSBCRT601A Research and apply concepts and theories of creativity
- BSBINM601A Manage knowledge and information
- BSBINN601A Manage organisational change
- BSBMGT615A Contribute to organisation development
- CUSMCP503A Prepare compositions for publishing
- CUSMLT502A Apply concepts about the impact of music to professional practice
- CUSWRT501A Write about music
- CUSMLT601A Analyse music
- CUSMLT602A Analyse harmony
- CUSMPF508A Provide musical leadership in performance
- CUSMPF606A Conduct musical performances

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Packaging Rules
• CUSMPF607A Lead music rehearsals **Musicologist** Core units plus: • BSBCRT601A Research and apply concepts and theories of creativity • BSBDES602A Research global design trends • BSBINM601A Manage knowledge and information • BSBPMG601A Direct the integration of projects • BSBRES801A Initiate and lead applied research • CUSMCP601A Extend techniques for composing music • CUSMCP503A Prepare compositions for publishing • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSWRT501A Write about music • CUSMLT601A Analyse music • CUSMLT602A Analyse harmony • CUVADM13B Research and critique cultural work(s) **Singer** (**concert**, **ensemble or opera**) Core units plus: • BSBCRT601A Research and apply concepts and theories of creativity • CUFIND401A Provide services on a freelance basis • CUSMLT501A Refine aural-perception skills • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSMLT601A Analyse music • CUSMLT602A Analyse harmony • CUSMPF507A Present live audition programs • CUSMPF601A Present a music performance • CUSMPF602A Manage stagecraft aspects of performances • CUSMPF603A Refine performance techniques and expand repertoire • CUSMPF605A Develop advanced vocal techniques • CUSMPF607A Lead music rehearsals

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CUS60209 Advanced Diploma of Sound Production

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who use wide-ranging analytical, technical, creative, conceptual and managerial skills in their chosen field in the music industry. Their knowledge base may be specialised or broad. These individuals are sometimes accountable for group outcomes.

Job roles

- sound engineer.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- a relevant Diploma qualification, e.g. CUS50209 Diploma of Sound Production; CUF50107 Diploma of Screen and Media; or CUE50303 Diploma of Live Production, Theatre and Events (Technical Production)
- extensive vocational experience in sound production.
-

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.

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Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• consulting with staff and promoting a safe workplace • negotiating deals and achieving agreed outcomes • interpreting the needs and rights of relevant parties • obtaining and interpreting information to ensure currency of work practice • sharing industry information with colleagues and peers • writing quality reports • interacting effectively with people with diverse interests and needs • conducting effective negotiations with a wide range of production personnel, external suppliers and service providers • identifying and dealing positively and constructively with conflict to achieve best production outcomes • interpreting and clarifying written proposals and creative briefs • communicating the production vision and concept within the constraints of the production requirements • providing feedback to recording personnel on appropriate recording and production techniques
Teamwork	• working effectively in a team and acknowledging cultural protocols • working with relevant parties when negotiating deals • gaining confidence and trust from people working at all levels • working effectively with artists • working constructively with group dynamics • identifying and dealing effectively with conflict • working cooperatively with and providing leadership to personnel involved in creating the final sound balance
Problem-solving	• analysing relevant workplace data in order to identify hazards, and to assess and control risks • dealing with complex and non-routine difficulties • interpreting relevant legislation to complete copyright documentation • solving problems arising from negotiating deals

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• interpreting relevant technical data • demonstrating lateral thinking skills to find new, improved or different ways of working or engineering the organisation • applying problem-solving skills to deal with project management issues • addressing and resolving problems and challenges in a timely and collaborative manner • interpreting, monitoring and adjusting budgets and cost estimates • promptly and effectively rectifying performance, performance environment and other technical issues that may affect the achievement of a simultaneous sound balance
Initiative and enterprise	• thinking laterally and developing creative means to enable people to accept change positively • developing new and better systems for managing complex situations • demonstrating initiative and flexibility when responding to unexpected changes in the production schedule or process • using innovative approaches in recording to enhance the interpretation and performance of music or to create new possibilities through artistic and technical effects • interpreting music appropriately to ensure a sympathetic and appropriate approach to sound production • 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
Planning and organising	• sequencing activities to develop a logical structure • demonstrating high-level prioritising, planning and organising skills • coordinating all aspects of managing the production of sound designs, including working within budgets • applying well-developed project management skills covering both physical and human resources • planning work to maximise cash flow • establishing and maintaining personal financial and work recordkeeping systems • planning integration of new technologies into own professional work practices • working within budgets and timeframes • using time-management strategies to set priorities

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	• developing systems for required documentation
Self-management	• monitoring own work and introducing strategies to improve performance • working under pressure • providing appropriate and timely documentation • meeting deadlines • evaluating own performance
Learning	• identifying own knowledge and information needs • identifying opportunities to maintain and enhance industry knowledge • seeking feedback and integrating constructive advice into own professional practice
Technology	• storing and retrieving relevant workplace data • using documentation systems for preparing formal contracts and recording or storing copyright agreements • accessing/downloading industry information • using appropriate technology to improve efficiency in the recording process and artistic outcomes • applying knowledge of acoustics to instruments/voices in placements and settings for sound balance in recording • working with a variety of sound recording, production and playback equipment

Packaging Rules

Packaging Rules
Total number of units = 15 **4 core units** **6 Group A units** **5 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B units** listed below. The remaining **3 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or

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Packaging Rules
accredited course at the same qualification level. No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level. **Core units** BSBPMG510A Manage projects BSBOHS509A Ensure a safe workplace CUSIND501A Apply music knowledge and artistic judgement CUSSOU602A Manage production of sound recordings **Group A units** (**specialist**) **Audio/sound** CUESOU12B Set up and operate audio system control networks 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 **Compliance** CUFCMP501A Manage and exploit copyright arrangements **Creative process** BSBCRT601A Research and apply concepts and theories of creativity **Music composition** CUSMCP501A Compose music using electronic media **Music literacy** CUSWRT501A Write about music **Music performance** CUSMPF502A Incorporate interactive technology into performance **Post-production** CUFPPM602A Plan and manage film and media post-production

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Packaging Rules
Project management BSBPMG601A Direct the integration of projects **Group B units** **Design process** BSBDES601A Manage design realisation BSBDES602A Research global design trends **Financial management** BSBFIM601A Manage finances SITXFIN007A Manage physical assets **Industry context** BSBCON601A Develop and maintain business continuity plans CUFIND401A Provide services on a freelance basis **Information management** BSBINM601A Manage knowledge and information **Innovation** BSBINN601A Manage organisational change **Management** BSBMGT605B Provide leadership across the organisation BSBMGT608B Manage innovation and continuous improvement BSBMGT615A Contribute to organisation development BSBMGT616A Develop and implement strategic plans BSBMGT617A Develop and implement a business plan SRXFAC009B Plan, develop and commission facility development **Sustainability** BSBSUS301A Implement and monitor environmentally sustainable work practices **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: **Sound engineer** Core units plus:

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Packaging Rules
• BSBMGT615A Contribute to organisation development • BSBMGT617A Develop and implement a business plan • BSBPMG601A Direct the integration of projects • CUFIND401A Provide services on a freelance basis • 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 • SRXFAC009B Plan, develop and commission facility development

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CUS60309 Advanced Diploma of Music Business

Modification History

Not applicable.

Description

Descriptor

This qualification reflects the role of individuals who use wide-ranging analytical, technical, creative, conceptual and managerial skills in their chosen field in the music industry. Their knowledge base may be specialised or broad. These individuals are often accountable for group outcomes.

Job roles

- new media director
- label manager
- licensing manager
- music business manager
- venue manager.
-

Pathways Information

Qualification pathways

Pathways into the qualification

- a Diploma qualification in marketing or business management, e.g. CUS50309 Diploma of Music Business, BSB50207 Diploma of Business, or BSB51207 Diploma of Marketing
- extensive vocational experience in marketing or business management
- extensive vocational experience in music industry administration.
-

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.

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Entry Requirements

Not applicable.

Employability Skills Summary

EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
The following table contains a summary of the employability skills required by the music 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	• reading and applying complex formal documents, such as contracts, legislation and guidelines and applying them to contract management and industry development • demonstrating communication, reporting, recordkeeping and consultation skills to operate the business • developing policies and procedures and analysing compliance information • negotiating performance and publicity opportunities on behalf of artists • negotiating contractual terms and conditions • writing quality reports in a range of styles for different audiences • relating to people from diverse backgrounds and with diverse abilities • demonstrating effective presentation and facilitation skills • advocating and promoting ideas and new talent • developing comprehensive industry networks • mentoring and counselling artists effectively, ethically, patiently and sensitively • advising artists on a range of industry matters, such as industrial relations, OHS and financial matters, and the commercial feasibility of their repertoire
Teamwork	• working effectively in a team and acknowledging cultural protocols • working collaboratively with artists • consulting with staff and promoting a safe workplace • demonstrating leadership skills to gain confidence and trust from people working at all levels • leading and managing marketing team members in an

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	organisation
Problem-solving	• dealing with complex concepts and theories of creativity • undertaking value chain analysis, reviewing strengths and weaknesses, and collating and interpreting statistical data including trend analysis • clarifying and resolving contractual discrepancies and variations • investigating legal structures, and taxation and insurance requirements • demonstrating financial skills to consider resource implications of proposed strategies • researching up-to-date information for the environmental analysis • applying risk-management skills to plan and undertake appropriate due diligence • analysing, creating and managing budgets for marketing activities • developing structured funding plans • identifying the commercial potential of current and future music market trends • identifying and resolving actual and potential conflicts of interest when representing artists • maintaining financial records in compliance with legislative requirements • planning promotions and promotional campaigns • undertaking business and financial planning • measuring the performance of strategic initiatives
Initiative and enterprise	• thinking laterally and developing creative means to enable people to accept change positively • evaluating business deals to determine alignment with own and artists' interests • assessing the marketability of new and emerging talent • developing and nurturing talent in the interest of artists and the intended market
Planning and organising	• monitoring own work and introducing strategies to improve performance • developing strategies for achieving contractual outcomes • monitoring observance of contractual terms and conditions • applying organisational and time-management skills to sequence tasks and meet timelines • ensuring negotiated agreements are kept within budget
Self-management	• prioritising tasks and meeting key dates • continuously assessing own leadership and teamwork skills

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EMPLOYABILITY SKILLS QUALIFICATION SUMMARY	
	against the professional and career development of managed artists • setting priorities to achieve realisable short and long-term goals • obtaining and interpreting information to ensure currency of work practice
Learning	• identifying own knowledge and information needs • identifying opportunities to maintain and enhance industry knowledge • seeking feedback and integrating constructive advice into own professional practice • evaluating and improving own negotiation skills • evaluating own business skills, identifying deficits and using opportunities to address deficits
Technology	• storing and retrieving relevant workplace data • using documentation systems for preparing formal contracts and recording or storing copyright agreements • accessing/downloading industry information • accessing music downloads, websites and blogs • using current accounting, bookkeeping, financial and/or spreadsheet software

Packaging Rules

Packaging Rules
Total number of units = 15 **5 core units** **6 Group A units** **4 elective units** **2 elective units** must be selected from the **Group A** and/or **Group B units** listed below. The remaining **2 elective units** may be selected from the **Group A** and/or **Group B units** listed below or any unit of competency from any endorsed Training Package or accredited course at the same qualification level.

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Packaging Rules

No more than **3 Group A or Group B units** previously achieved as part of another qualification may be counted towards the qualification. Electives must be relevant to the work outcome, local industry requirements and the qualification level.

Core units

BSBFIM601A Manage finances

BSBMGT617A Develop and implement a business plan

CUSOHS301A Follow occupational health and safety procedures

CUFCMP501A Manage and exploit copyright arrangements

CUSIND501A Apply music knowledge and artistic judgement

Group A units (**specialist**)

Creative process

BSBCRT601A Research and apply concepts and theories of creativity

Ebusiness

BSBEBU501A Investigate and design ebusiness solutions

BSBEBU502A Implement ebusiness solutions

Event management

CUETEM07B Tour the production

SITXEVT012A Select event venues and sites

SITXEVT013A Manage event staging

SITXEVT017A Provide on-site event management services

SITXEVT019A Manage multi venue events

Financial management

CUEFIN03C Obtain sponsorship

CUSFIM501A Secure funding for projects

Management

BSBCON601A Develop and maintain business continuity plans

BSBMGT616A Develop and implement strategic plans

CUEFOH06C Manage venue services

CUSMGT502A Manage artists and their careers

CUSMGT503A Develop artists and repertoire

Marketing

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Packaging Rules
CUSMKG501A Manage the promotion of creative acts
CUVADM08B Develop and manage public relations strategies
Music literacy
CUSWRT501A Write about music
Project management
BSBPMG601A Direct the integration of projects
Purchasing and contracting
CUSPUR501A Establish and manage recording contracts
PSPPROC602B Direct the management of contracts
Group B units
Design process
BSBDES601A Manage design realisation
BSBDES602A Research global design trends
Diversity
BSBDIV601A Develop and implement diversity policy
Event management
SITXEVT009A Develop event concepts
SITXEVT010A Evaluate and address event regulatory requirements
SITXEVT011A Develop crowd control plans and procedures
SITXEVT014A Develop conference programs
SITXEVT015A Manage exhibitions
SITXEVT016A Organise and monitor event infrastructure
Financial management
FNSICORG609B Develop and manage financial systems
SITXFIN007A Manage physical assets
Human resource management
BSBHRM602A Manage human resources strategic planning
SITXHRM004A Manage volunteers
Industry context
CUFIND401A Provide services on a freelance basis
CUSIND401A Develop specialist expertise in the music industry

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Packaging Rules

Information management and research

BSBINM601A Manage knowledge and information

Innovation

BSBINN601A Manage organisational change

Management

BSBCON701A Establish and renew the business continuity management framework and strategies

BSBMGT605B Provide leadership across the organisation

BSBMGT608B Manage innovation and continuous improvement

BSBMGT615A Contribute to organisation development

SRXFAC009B Plan, develop and commission facility development

Marketing

BSBMKG603B Manage the marketing process

BSBMKG605B Evaluate international marketing opportunities

BSBMKG606B Manage international marketing programs

BSBMKG607B Manage market research

BSBMKG608A Develop organisational marketing objectives

BSBMKG609A Develop a marketing plan

BSBMKG610A Develop, implement and monitor a marketing campaign

Sustainability

BSBSUS501ADevelop workplace policy and procedures for sustainability

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:

New media director

Core units plus:

- BSBEBU501A Investigate and design ebusiness solutions
- BSBEBU502A Implement ebusiness solutions
- BSBMGT616A Develop and implement strategic plans
- BSBMKG603B Manage the marketing process
- BSBMKG606B Manage international marketing programs
- BSBMKG608A Develop organisational marketing objectives

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Packaging Rules
• BSBMKG609A Develop a marketing plan • BSBPMG601A Direct the integration of projects • CUSFIM501A Secure funding for projects • CUSIND401A Develop specialist expertise in the music industry **Music business manager** Core units plus: • BSBCRT601A Research and apply concepts and theories of creativity • BSBMGT616A Develop and implement strategic plans • BSBMKG603B Manage the marketing process • BSBMKG609A Develop a marketing plan • CUETEM07B Tour the production • CUSFIM501A Secure funding for projects • CUSWRT501A Write about music • CUSMGT502A Manage artists and their careers • CUSMGT503A Develop artists and repertoire • PSPPROC602B Direct the management of contracts

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CUSSS00001 Music tutor skill set

Modification History

Not applicable.

Description

Not applicable.

Pathways Information

Pathway	These units of competency provide credit towards the following qualifications (and other qualifications that allow for selection of the same units): • BSB40407 Certificate IV in Business (Small Business Management) • TAA40104 Certificate IV in Training and Assessment.

Licensing/Regulatory Information

Not applicable.

Skill Set Requirements

Units	BSBSMB405A	Monitor and manage small business operations
	CUSIND401A	Develop specialist expertise in the music industry
	CUSLED501A	Provide instrumental or vocal tuition
	TAADEL403B	Facilitate individual learning

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Target Group

Target group	This skill set is for music teachers who provide private instrumental and/or vocal tuition as part of a small business operation and whose own musicianship skills are equivalent to relevant units in the CUS60109 Advanced Diploma of Music.

Suggested words for Statement of Attainment

Suggested words for statement of attainment	These units of competency from the Business Services (BSB07), Music (CUS09) and Training and Assessment (TAA04) Training Packages meet the requirements for providing instrumental and/or vocal tuition to individuals in a private studio.

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CUSADM301A Administer operations for rehearsals and performances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide administrative services for 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	This unit applies to individuals responsible for the administration of rehearsals and performances. These individuals provide administrative support to performers, booking agents and venue staff in the management of schedules and other appointment mechanisms. They are also responsible for keeping all relevant parties informed of accurate booking details.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 and record booking details for rehearsals or performances	1. Gather required ***booking details*** and confirm with ***appropriate persons*** 2. Establish availability of appropriate persons and negotiate alternative arrangements if required 3. Contribute to risk analyses aimed at assessing viability and actuality of rehearsals and performances 4. Record contractual arrangements within designated timeframe 5. Document and store booking details in ***agreed format***
Distribute booking details	6. Distribute booking details to appropriate persons within designated timeframes via agreed ***communication processes*** 7. Respond promptly and accurately to booking queries via agreed communication processes 8. Refer difficulties in responding to booking queries to appropriate persons 9. Amend booking details to reflect changes arising from

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ELEMENT	PERFORMANCE CRITERIA
	queries and re-distribute to appropriate persons via agreed communication processes

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 establish, confirm and document booking details
• numeracy skills sufficient to calculate and negotiate performer fees
• communication skills sufficient to:
  • constructively negotiate and achieve agreed outcomes in day-to-day work activities
  • handle inquiries courteously and tactfully
  • disclose information discretely and politely
• planning and organisational skills sufficient to:
  • complete work tasks to timeframes and within budgets
  • use agreed processes to ensure operational effectiveness
• problem-solving skills sufficient to identify risks associated with rehearsals and performances
• self-management skills sufficient to set priorities and apply time-management strategies
• technology skills sufficient to use industry-current computer hardware and software

Required knowledge

• basic risk analysis principles
• compliance requirements of performance venues, including safety and security
• OHS principles of safe listening, including safeguards against hearing loss
• operational and technical requirements of performance venues, such as:
  • acoustic awareness
  • front-of-house and production responsibilities
  • revenue structures
• issues and challenges that arise in the context of attending to the administration of rehearsals and performances
• typical features and requirements of venue contracts

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Evidence 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: • confirm, record and distribute booking details • work collaboratively with performers, agents, managers and venue personnel.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where rehearsals and performances can be actively and safely administered • access to appropriate technology to prepare and distribute booking confirmation sheets, performance schedules and/or venueworksheets • access to performers, venues and venue personnel • 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 scenarios as a basis for discussing the administration of schedules for performers • direct observation of candidate administering operations for rehearsals and performances • written or oral questioning to assess knowledge of compliance requirements of performance venues and typical features of venue contracts • problem-solving activities to assess ability to estimate and calculate performer's fees.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBADM307B Organise schedules • BSBINM301AOrganise workplace information • BSBITU304AProduce spreadsheets • CUSEVT301A Book performance venues

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EVIDENCE GUIDE	
	• CUSIND301A Work effectively in the music 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.	

Booking details may include:	• contact details of performers, agents and venue personnel
	• contractual arrangements and negotiated agreements between performers, agents and venue personnel
	• dates, times and places of performance, including venue address and direction map
	• legal responsibilities of performers, agents and venue personnel
	• operational and technical specifications of venue, such as:
	  • sound equipment
	  • front-of-house equipment
	  • rehearsal times and volumes
	• performers' fees and method of payment
	• production responsibilities
	• venue access details for rehearsal or performance.

Appropriate persons may include:	• agent
	• manager:
	  • artist or band
	  • floor
	  • production
	  • stage
	  • venue
	• performer:

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RANGE STATEMENT	

	• actor
	• artist or band
	• cast member
	• conference speaker
	• master of ceremony
	• musician
	• panel member
	• public speaker
	• singer
	• special guest
	• technical crew:
	  • camera
	  • front-of-house
	  • light
	  • sound
	  • stage.

Agreed format may include:	• booking confirmation sheet • performance schedule • venue worksheet.

Communication processes may include:	• distribution to all parties under regular or contingency circumstances via:
	  • email
	  • facsimile
	  • group briefing
	  • hand-delivery, e.g. courier or in person
	  • postal
	  • short message service (SMS)
	  • telephone, including landline and mobile.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Administration - general administration

Co-requisite units

Co-requisite units		

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CUSEVT301A Book performance venues

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to source and book appropriate venues for 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	This unit applies to the selection of performance venues in terms of their location, safety, size, acoustic qualities and appropriateness for performance styles. This role would typically be undertaken by an artist/band manager, booking agent, marketing and promotions officer, or self-employed (independent) performer.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Research performance venues	1. In consultation with ***relevant personnel***, identify the ***market position*** of potential ***venues*** using appropriate ***sources*** 2. Assess ability of venues to cater to specific needs of audience and performers 3. Compare and assess the suitability of venues based on their market position 4. Maintain an accurate record of the market position of potential venues
Finalise booking arrangements	5. Liaise with venue personnel to ensure proposed performance complements image and tone of venue 6. Liaise with performers to ensure proposed venue complements style and genre of performance 7. Contribute to ***risk analyses*** aimed at ensuring safety and financial viability of performances 8. Ensure ***special arrangements*** are considered, understood and negotiated with all ***parties*** 9. Confirm and record ***booking details*** and circulate to all parties in a timely and effective manner

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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 position a venue within an identified market
- critical-thinking skills sufficient to evaluate and match performances to venues
- literacy skills sufficient to interpret marketing information from venues
- numeracy skills sufficient to estimate and negotiate performance and venue costs
- communication skills sufficient to negotiate with performers and venue personnel
- planning and organisational skills sufficient to source venues and book performances
- problem-solving skills sufficient to identify risks associated with staging performances
- technical skills sufficient to access and download venue information from the internet

Required knowledge

- availability and suitability of performers and venues within a given locality
- basic risk analysis principles
- common terminology used in venue-specific marketing material
- compliance requirements of performance venues, including safety and security
- OHS principles of safe listening, including safeguards against hearing loss
- operational requirements of performance venues
- popular performing styles and genres
- popular venue trends and settings
- technical requirements of performance venues, such as:
  - acoustic awareness
  - front-of-house operations
  - production responsibilities
  - revenue structures
- issues and challenges that typically arise in the context of booking performance venues
- typical features and requirements of venue contracts

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the

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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 ability to: • negotiate agreed outcomes with performers and venue personnel • research and select appropriate venues for performances • identify risks associated with the safety and financial viability of a performance.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate technology to research the market position of venues • access to legislative and regulatory material regarding venue safety, security and licensing • access to performers, venues and venue personnel • 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 source and secure appropriate performance venues • direct observation of candidate negotiating special arrangements for a performance • written or oral questioning to assess knowledge of the market positioning of local venues • problem-solving activities to assess ability to estimate and calculate performance costs.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBADM307B Organise schedules • BSBINM301AOrganise workplace information • BSBITU304AProduce spreadsheets • CUSADM301AAdministrer operations for rehearsals and performances • CUSIND301A Work effectively in the music industry.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• performers • composers • producers • booking agents • artist managers • tour managers • sound engineers.

Market position may include:	• acoustic qualities and sightlines
	• capacity, including attendance, seating, staging, staffing and technical
	• demographic profile of audience, including age, artistic preferences, competing interests, cultural affiliations, disposable income and predicted spending patterns
	• facilities and services, such as:
	  • sound equipment
	  • front-of-house equipment
	  • preparation and warm-up space
	• image, tone, comfort and decor
	• location, including access for performers and audience, estimated set-up and break-down times
	• OHS, including air quality and sound volume
	• operating costs and procedures
	• operating times and availability, such as:
	  • day or evening
	  • particular seasons and festivals
	  • weekdays or weekends
	• potential audience numbers at different times
	• safety and security.

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RANGE STATEMENT	
Venues may include:	• casinos • churches • clubs • community centres • concert halls • corporate foyers • entertainment centres • nature environments • pubs • restaurants • shopping centres or malls • sporting arenas and stadiums • taverns • theatres, including ballet, college, opera, school and university • town halls.

Sources may include:	• discussions with performers and venue operators
	• electronic and print media
	• industrial relations publications, such as:
	  • bulletins
	  • letters
	  • magazines
	  • newsletters
	• industry publications, such as:
	  • directories
	  • information sheets
	  • reference books
	  • technical publications
	• internet
	• libraries and archives
	• local, regional and state organisations
	• suppliers of products and services
	• venue publications and directories.

Risk analyses may involve:	• balancing expectations and preferences of audience to style and genre of performance • balancing expected performance revenue against venue costs • balancing market appeal of performance to anticipated audience numbers

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RANGE STATEMENT	
	• ensuring safety and security of audience, performers and venue staff • identifying whether competing and simultaneous performances may increase or diminish intended audience • mitigating non-attendance of audience, performers and venue staff.
Special arrangements may include:	• acoustic modifications • air conditioning • catering • cleaning • door deals • heating • lighting • regulatory compliance • size of performance • staging requirements • venue facilities.
Parties may include:	• agents • artists • audience • contractors and suppliers • emergency services • government agencies • host organisations • legal counsel • management • performers • directors • producers • regulatory authorities • sponsors • technicians • venue operators/personnel.
Booking details may include:	• hiring and other fees • OHS and security arrangements • rehearsal and performance schedules • responsibility for staging and front-of-house operations • special benefits for venue operators

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RANGE STATEMENT	
	• special requirements for performers • technical requirements • use of venue facilities.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - event management

Co-requisite units

Co-requisite units		

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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		

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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

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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 ***funding agreement*** 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 ***appropriate persons*** 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:
  - analysefunding incentivesand tax concession schemes
  - develop structuredfunding plans
  - estimate and calculatethe 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

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REQUIRED SKILLS AND KNOWLEDGE
affectingcompletion of projecttasks 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

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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 sourcesand 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.	
Projects may include:	• commercial • print advertisement • corporate video • feature film or video

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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:

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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

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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		

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CUSIND301B Work effectively in the music industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work effectively in the music industry. These include relationship building, negotiation techniques, work prioritisation and personal development. 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 area of the music industry apply the skills and knowledge described in this unit. They could be musicians, composers, administrators, sound mixers, editors or recordists. In an industry where advances in technology are leading to new business models, production techniques and distribution channels, it is vital that everyone keeps up to date with industry trends and emergent technologies. More complex application of these skills are covered in: • CUSIND401A Develop specialist expertise in the music industry.

Licensing/Regulatory Information

Not applicable.

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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 currency of own industry knowledge	1. Identify ***trends and emergent technologies*** in the music industry using appropriate ***sources of information*** 2. Identify likely effects of industry trends on own work practices 3. In consultation with ***appropriate persons***, identify ***learning opportunities*** to upgrade own skills so that full advantage can be taken of trends and emergent technologies 4. Undertake identified learning opportunities to improve own work practices
Establish effective work/contractual relationships	5. Share information and ideas with others in ways that engender goodwill, trust and respect 6. Use effective ***negotiation techniques*** to identify realistic solutions to ***work***/***contractual issues***

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ELEMENT	PERFORMANCE CRITERIA
	7. Discuss, confirm and formally document ***agreements and contracts*** with appropriate persons 8. Maintain work/contractual relationships through regular contact and effective communication
Complete work tasks effectively	9. Prioritise work tasks and establish deadlines to accommodate daily workload variations 10. Negotiate and agree on prioritised work tasks and established deadlines with appropriate persons 11. Identify and plan for ***factors*** that may affect the completion of work tasks within deadlines 12. Complete work tasks within deadlines and in accordance with ***legislative/regulatory requirements*** 13. Observe copyright and intellectual property obligations when using information or music downloaded from the internet 14. Seek feedback on own work performance from appropriate persons and adjust in order to improve work practices

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:
  - conduct negotiations to identify realistic solutions to work/contractual issues
  - establish and maintain work/contractual relationships through regular contact
  - share industry information with colleagues and peers
- learning skills sufficient to:
  - identify opportunities to maintain and enhance work performance
  - seek feedback and integrate constructive advice into own work performance
- literacy skills sufficient to read and understand industry information
- numeracy skills sufficient to establish agreements and contracts
- self-management and learning skills sufficient to:
  - prioritise work tasks
  - work within deadlines
  - monitor own work and introduce strategies to improve performance

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REQUIRED SKILLS AND KNOWLEDGE

• problem-solving skills sufficient to:
  • identify and plan for factors affectingcompletion of work tasks within deadlines
  • recognise and resolve workplace issues when implementing new technology

Required knowledge

• copyright issues, such as:
  • who owns copyright and how it can be protected
  • why material is protected by copyright
  • how copyright can be enforced
  • organisations that deal with copyright
  • consequences of infringing copyright
• music industry piracy issues and their impact on the music industry
• nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
• sources of information on the music industry and ways of maintaining current industry knowledge
• music industry terminology
• understanding of the following areas and how they apply to day-to-day work activities:
  • awards and conditions of employment
  • current funding and production environment
  • legal issues that affect negotiations and contracts
  • major industry production and marketing issues
• OHS requirements relevant to particular work contexts
• Sustainable work practices for individuals and organisations in the music 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: • apply information about industry trends to own work practices

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	• establish and maintain work and contractual relationships • comply with requirements of relevant legislation and regulations • prioritise work tasks • work collaboratively with others.

Context of and specific resources for assessment	Assessment must ensure:
	• access to environments where:
	  • negotiation techniques can be applied to resolve work and contractual issues
	  • work performance can be monitored and learning opportunities accessed
	  • work tasks can be prioritised and completed within deadlines
	  • work and contractual relationships can be established and maintained
	• 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: • case studies to assess candidate's ability to prioritise work tasks, monitor work performance and identify learning opportunities • direct observation of candidate establishing and participating in work and contractual relationships • written or oral questioning to assess knowledge of new technology that affects work practices • problem-solving activities to assess candidate's negotiating skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND302A Plan a career in the creative arts industry.

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Range Statement

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

Trends and emergent technologies may include:	• music business trends:
	  • 360 degree music business model
	  • all rights under one deal
	  • passive rights deal
	  • distributed patronage
	  • new and emerging distribution systems
	  • new forms of marketing, branding and product placement
	  • alliances with allied technologies and businesses
	• opportunities for increased airplay of music through:
	  • digital radio
	  • digital television
	  • mobile phones
	  • internet
	• advances in software applications for sound recording and editing
	• new terminology
	• new equipment
	• social, political and environmental developments
	• changing nature of work/industry structures, including:
	  • occupations that are disappearing and how they are being replaced
	  • changes to the mix of skills and knowledge required in different areas of the industry.

Sources of information may include:	• copyright information from:
	  • Australian Copyright Council
	  • copyright collection societies
	  • music industry piracy investigations

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RANGE STATEMENT	

	(MIPI)
	• discussions with innovative industry practitioners
	• electronic and print media
	• employer and employee associations
	• union representatives and other sources of industrial relations information
	• events, including:
	  • industry functions
	  • conferences
	  • trade fairs
	  • community activities
	  • exhibitions
	  • festivals
	  • social events
	• government bodies and associated publications
	• induction kits
	• industry associations
	• internet
	• libraries and archives
	• personal observations and experience
	• policy and procedures manuals
	• reference books, industry information sheets, magazines and journals
	• retail and wholesale suppliers of products and services
	• technical publications.

Appropriate persons may include:	• artist • artist and repertoire (A&R) representative • artist manager • booking agent • business and financial manager • client, employer and subcontractor • colleague/peer • copyright and royalties manager • designer • head of department • label manager • legal adviser

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RANGE STATEMENT	
	• licensing manager • technical crew • marketing and promotions officer • mentor/supervisor • merchandiser • presenter • director • producer • production manager • promoter • publisher • sound mixer/technician • special effects editor • sponsor • supplier • union and industry association representative • venue manager • writer.

Learning opportunities may include:	• attending industry events, including:
	  • conferences
	  • conventions
	  • exhibitions
	  • festivals
	  • functions
	  • performances
	  • professional competitions and awards
	  • trade fairs
	• reading electronic and print media industry publications, such as:
	  • information sheets
	  • technical and reference manuals
	• undertaking professional development activities, such as:
	  • career planning and development
	  • coaching, mentoring and supervision
	  • formal and informal learning programs
	  • internal and external training programs
	  • master classes
	  • performance appraisals

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RANGE STATEMENT	
	• personal study • seminars • symposiums • work experience and/or work exchange • workshops.

Negotiation techniques may include:	• adopting collaborative negotiating style
	• assessing strengths and weaknesses of opposing positions and determining viable alternatives
	• clarifying purpose, content and desired outcomes
	• communicating results to all parties within appropriate timeframes
	• conducting negotiations in a professional manner
	• ensuring final position is agreed and understood by all parties
	• identifying consequences of non-agreement
	• maintaining contact with all parties
	• managing conflict or disagreement between parties
	• taking into account input from all parties
	• treating all parties courteously and in ways that acknowledge their contribution
	• using effective questioning techniques:
	  • closed questions, allowing yes/no answers
	  • open questions, allowing range of responses
	  • reflective questions, provoking clarification.

Work*/*contractual issues may include:	• budget share • copyright • insurance • OHS • performance fees and rate negotiations • recording and distribution rights • remuneration • rights to and use of material • royalties • specifications for equipment and materials • taxation

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RANGE STATEMENT	
	• terms and conditions of contracts • terms and conditions of employment • work roles and responsibilities.
Agreements and contracts may include:	• agency agreements • individual performance agreements • industrial awards • marketing and distribution agreements • service, supply and location contracts • workplace relations agreements.
Factors may include:	• budget constraints • competing work demands • environmental factors, e.g. weather • availability of resources and materials • unforeseen incidents, including technology and equipment breakdowns • workplace hazards, risks and controls.
Legislative/regulatory requirements may relate to:	• anti-discrimination • business compliance • consumer protection • contempt of court and parliament • copyright, moral rights, intellectual property, licensing and royalty • defamation • duty of care • environmental issues • equal employment opportunity • insurance • libel • obscenity • OHS • plagiarism • privacy and confidentiality • quality assurance • racial vilification • slander • taxation • workplace and industrial relations laws and awards.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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CUSIND302A Plan a career in the creative arts industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and evaluate career opportunities in the creative arts industry, including personal skills analysis and portfolio development. 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 in the creative arts industry who need to plan for realistic career outcomes. They could be entering the industry or interested in moving into areas that build on the skills and knowledge they have already acquired in another field.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Build industry networks	1. Attend ***creative arts industry productions and events*** and identify the commercial value of relevant industry products and services 2. Talk with people in the industry to develop an awareness of typical formal and informal pathways into different job roles 3. Use a range of ***sources*** to establish potential contacts and to keep up to date with industry trends and career possibilities 4. Explore and participate in work and work experience opportunities as a way of advancing career possibilities
Develop a career plan	5. Seek advice from people working in areas of interest regarding career potential and any specific preparation required 6. Evaluate and align own skills and interests to preferred career pathways within the creative arts industry 7. Clarify additional skills required for preferred career pathways and confirm with ***relevant personnel*** 8. Identify and use ***learning opportunities*** to maximise career opportunities for ***occupations*** within the creative arts industry 9. Align own career aspirations/potential with realistic

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ELEMENT	PERFORMANCE CRITERIA
	career goals and discuss with relevant personnel 10. Document and store a ***career plan*** and discuss with relevant personnel
Develop a skills portfolio	11. In consultation with relevant personnel, plan a portfolio of evidence to meet a range of ***purposes*** 12. Identify appropriate ***presentation methodologies*** for a portfolio and confirm with relevant personnel 13. Develop a résumé or résumés that promote own ability to meet specific job requirements 14. Maintain portfolio in a format appropriate to creative arts industry work contexts

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:
  - discuss industry issues and trends with colleagues and practitioners
  - establish and maintain industry networks
  - present self and skills portfolio to potential employers
  - use appropriate cultural protocols and industry terminology
- learning skills sufficient to:
  - align own career aspirations with realistic career goals
  - identify learning opportunities to maximise career goals
  - seek feedback and integrate constructive advice into career planning
- literacy skills sufficient to:
  - read and understand industry information
  - write a personal résumé
- planning and organisational skills sufficient to prepare a skills portfolio and personal résumé in a logical and clear way
- self-management skills sufficient to monitor career aspirations and introduce strategies to improve career potential
- problem-solving skills sufficient to plan for factorsaffectingcareer outcomes
- technology skills sufficient to access/download career information and resources

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• copyright, moral rights, intellectual property and legislation and their impact on the creative arts industry
• nature, role and functions of practitioners and industry organisations
• OHS requirements relevant to particular work contexts
• sources of information on the creative arts industry and ways of maintaining current industry knowledge
• understanding of creative arts industry terminology
• typical formats for personal résumés
• 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):
  • cultural nuances appropriate to selected work contexts
  • employment opportunities and career pathways into and within the industry
  • legal issues that affect industry practitioners, negotiations and contracts
  • occupations, work tasks and levels of remuneration

Evidence 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 a career plan • develop a skills portfolio • write a personal résumé.

Context of and specific resources for assessment	Assessment must ensure:
	• access to an environment where:
	  • career information and resources can be evaluated
	  • career plans can be developed and actioned
	  • industry contacts and networks can be safely established and maintained
	  • industry issues and trends can be monitored
	  • skills portfolios can be developed and presented
	• use of culturally appropriate processes, and

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EVIDENCE GUIDE	
	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: • case studies to assess candidate's ability to develop timelines and action plans, monitor industry issues and trends, and identify learning opportunities • direct observation of the candidate developing career plans, résumés and skills portfolios • written or oral questioning to assess knowledge of occupations, work tasks and remuneration levels • problem-solving activities to assess ability to align career aspirations with realistic career goals.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND301A Work effectively in the screen and media industries • CUSIND301AWork effectively in the music 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.	
Creative arts industry productions and events may include:	• community activities • conferences • conventions • exhibitions • festivals • functions • performances

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RANGE STATEMENT	
	• professional competitions and awards • trade fairs.

Sources may include:	• attending creative arts industry productions and events
	• career information centres
	• career resources and websites, such as:
	  • www.career.edu.au
	  • www.careeradviceaustralia.gov.au
	  • www.crsaustralia.gov.au/careerplanning
	  • www.jobguide.dest.gov.au
	  • www.jobjuice.gov.au
	  • www.jobsearch.gov.au
	  • www.myfuture.edu.au
	  • www.realgame.gov.au
	• electronic and print media providing:
	  • articles
	  • journals
	  • magazines
	  • news
	  • reviews
	  • subscriptions
	• government publications, including legislation, policy and procedures manuals
	• industrial relations publications, such as:
	  • bulletins
	  • letters
	  • magazines
	  • newsletters
	• industry publications, such as:
	  • directories
	  • information sheets
	  • reference books
	  • technical publications
	• internet
	• libraries and archives, including text, film, video, sound and graphic
	• lifestyle and contemporary issues magazines
	• museums, galleries and studios
	• peak copyright organisations

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RANGE STATEMENT	
	• personal observations and experience • professional competitions and awards • professional development activities, including conferences, master classes, seminars, symposiums, training programs and workshops • retail and wholesale suppliers of products and services.
Relevant personnel may include:	• agents • artist managers • career specialists and advisers • colleagues and peers • community representatives • copyright/legal representatives • current industry practitioners • employee association and union representatives • industry association representatives • industry managers • mentors • professionals from allied areas • speakers at conferences and seminars.
Learning opportunities may include:	• coaching, mentoring and supervision • exchange and rotation programs • formal and informal learning programs • industry placement • internal and external training programs • master classes • performance appraisals • personal practice and study • private tuition • seminars • symposiums • traineeships and apprenticeships • work experience • workshops.

Occupations may include:	• artistic directors, media producers and presenters:
	  • artistic director
	  • media producer, excluding video
	  • radio presenter
	  • television presenter
	• designers and illustrators:

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RANGE STATEMENT	
	• graphic designer • illustrator • multimedia designer • web designer • film, television, radio and stage directors: • art director, e.g. film, television or stage • director, e.g. film, television, radio or stage • director of photography • film and video editor • program director, e.g. television or radio • stage manager • technical director • video producer • music professionals: • composer • musical director • musician (instrumental) • singer • other specialist managers: • arts administrator or manager • performing arts technicians: • broadcast transmitter operator • camera operator, e.g. film, television or video • light technician • make-up artist • musical instrument maker or repairer • sound technician • television equipment operator • photographers and miscellaneous technicians: • photographer • photographer's assistant • private tutors and teachers.
Career plan may include:	• current and comprehensive industry contact list • journal of achievements and skill development • local and regional support networks • proposed career goals, outcomes and pathways • self-assessment of current and required skills, knowledge and personal attributes

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RANGE STATEMENT	
	• self-assessment of life and work values • timeline and action plan for achieving career goals • timeline and action plan for developing necessary skills and industry networks.
Purpose may include:	• job-seeking • further education • life pathway • recognition of prior learning • self-reflection • validation.

Presentation methodologies may include:	• CDs and DVDs
	• digital media presentations, including:
	  • photo slide shows
	  • digital sequences with recorded sound
	• exhibitions of work in a variety of display spaces
	• presentation cards, business cards and promotional folders
	• printed images, e.g. bound in book form or in folios
	• websites and interactive media.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUSIND401A Develop specialist expertise in the music industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop specialist expertise in one or more fields of the music 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 applies to people working in a wide range of areas in the music industry, including music performance, composition, private music teaching, music business and sound production. It is particularly applicable in contexts where people need to incorporate new business models and emergent trends and technologies into their work practice. This level of specialist work is usually undertaken with limited guidance and specialists could also be responsible for mentoring others on the job.

Licensing/Regulatory Information

Not applicable.

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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**
Research and apply industry trends and emergent technologies	1. Identify ***trends and emergent technologies*** in the music industry using appropriate ***sources of information*** 2. Examine and clarify implications and consequences of trends and emergent technologies 3. Critique and review trends and emergent technologies with ***appropriate personnel*** to explore, develop and express conceptual ideas 4. Explore and use new ideas and emergent technologies to expand own ***skills and knowledge*** 5. Maintain currency of knowledge of legislative requirements and apply in area of specialist expertise as required
Apply skills and knowledge in a specialist	6. Use ***critical thinking techniques*** to identify opportunities to enhance skills and knowledge

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ELEMENT	PERFORMANCE CRITERIA
context	7. Plan ***strategies*** to develop and enhance skills and knowledge in a specialist music industry context 8. Identify and use feedback, discussion and evaluation techniques to continuously improve skills and knowledge 9. Explore capability of materials, tools and equipment as a means to continuously improve technical skills as required
Evaluate own professional development in specialist context	10. Seek and apply constructive criticism from others to improve own skills and knowledge 11. Continuously evaluate own skills and knowledge against planned strategies and career goals 12. Compare and contrast own skills and knowledge to those of other specialists in order to extend and enhance own professional work practices 13. Adjust own professional work practices to improve and refine skills and knowledge

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 music industry
• literacy skills sufficient to interrogate and interpret a broad range of information on new trends and technologies in the music industry
• communication skills sufficient to:
  • critique and discuss new trends and technologies
  • discern and listen to advice from relevant personnel
  • use industry and community networks as sources of information
• critical-thinking skills sufficient to identify opportunities to enhance own skills and knowledge
• learning skills sufficient to seek expert advice when implementing new trends and technologies
• planning and organisational skills sufficient to plan integration of new technologies into own professional work practices
• problem-solving skills sufficient to recognise and resolve workplace issues when

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REQUIRED SKILLS AND KNOWLEDGE
implementing new technology into own professional work practices
Required knowledge
• commonly used research methodologies • copyright, moral and intellectual property issues associated with area of specialisation • current trends and emergent technologies in area of specialisation in the music industry • OHS requirements relating to area of specialisation in the music industry • implications for self and/or organisation of adopting trends and emergent technologies • physical capabilities of materials, tools and equipment and their applications in area of specialisation • theoretical and historical contexts relevant to area of specialisation

Evidence 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: • evaluate own skills and knowledge against planned strategies and career goals • apply planned strategies to develop and enhance own skills and knowledge • research trends and emergent technologies within area of specialisation in the music industry.

Context of and specific resources for assessment	Assessment must ensure:
	• access toan environment where:
	  • conceptual ideas can be critiqued and reviewed with relevant personnel
	  • skills and knowledge can be developed and enhanced
	• access to appropriate technology and sources of information to research trends and emergent

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EVIDENCE GUIDE	
	technologies within the music industry • access to appropriate learning and assessment support when required • 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: • direct observation of the candidate developing and enhancing technical and conceptual skills • 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 research trends and emergent technologies • 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.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Trends and emergent technologies may include:	• music business trends: • 360 degree music business model • all rights under one deal • passive rights deal • distributed patronage • new and emerging distribution systems • new forms of marketing, branding and product placement • alliances with allied technologies and

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RANGE STATEMENT	

	businesses
	• opportunities for increased airplay of music through:
	  • digital radio
	  • digital television
	  • mobile phones
	  • internet
	• advances in software applications for sound recording and editing
	• new terminology
	• developments in techniques for teaching music performance and composition skills
	• social, political and environmental developments
	• changing nature of work, including:
	  • occupations that are disappearing and how they are being replaced
	  • changes to the mix of skills and knowledge required in different areas of the industry.

Sources of information may include:	• copyright and legal representatives
	• discussions with innovative industry practitioners
	• electronic and print media
	• employer and employee associations
	• union representatives and other sources of industrial relations information
	• events, including:
	  • industry functions
	  • conferences
	  • trade fairs
	  • community activities
	  • exhibitions
	  • festivals
	  • social events
	• government bodies and associated publications
	• induction kits
	• industry associations
	• internet
	• libraries and archives
	• personal observations and experience

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RANGE STATEMENT	
	• policy and procedures manuals • reference books, industry information sheets, magazines and journals • retail and wholesale suppliers of products and services • technical publications.

Appropriate personnel may include:	• performer
	• composer
	• ensemble member
	• presenter
	• musical director
	• stage director
	• stage manager
	• production manager
	• production supervisor
	• technical crew
	• broadcaster
	• floor manager
	• graphics personnel
	• writer and editor
	• designer:
	  • sound
	  • lighting
	  • costume
	  • make-up and hair
	  • special effects
	• client
	• marketing and promotions personnel
	• artist's agent
	• legal adviser
	• conductor
	• manager
	• supervisor
	• tutor
	• mentor.

Skills and knowledge may include:	• business:
	  • marketing and promotion
	  • public relations
	  • distribution

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RANGE STATEMENT	
	• financial management • strategic and business planning • artists' management • performing: • instrumental techniques • vocal techniques • improvisation • stagecraft • in an ensemble • solo performances • sound production: • recording • editing • sound reinforcement • sound design • sound for film and media productions • sound for interactive digital media products, such as games • sound for online products.
Critical thinking techniques may include:	• analysing and evaluating actions and policies • clarifying issues, values and standards • comparing similar 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.
Strategies may include professional development	• awards • competitions

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RANGE STATEMENT	
opportunities, such as:	• conferences • exhibitions • master classes • seminars • symposiums • training programs • workshops.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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CUSIND501A Apply music knowledge and artistic judgement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply in-depth knowledge of the music industry to a range of work situations. 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 described in this unit can be applied in a wide range of contexts in the music industry - from performance, composition and music teaching, to business and technical production. People will be applying an advanced level of music industry knowledge in their chosen field. This could include research and analysis of information relevant to work roles within the music industry, such as industry structures and operations, employment issues, industry trends, networking, emerging technologies and industry laws and regulations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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**
Research industry information	1. In consultation with ***appropriate personnel***, identify ***areas of music research*** relevant to own professional practice 2. Use appropriate ***sources of information*** to ensure currency of industry knowledge 3. Analyse ***music areas*** for artistic and commercial qualities and opportunities 4. Identify and participate in ***professional development activities*** to consolidate industry knowledge
Maintain effective industry networks	5. Maintain relationships with appropriate personnel for increased awareness of current artistic and commercial issues 6. Use ***network strategies*** to establish and maintain relationships that enhance own professional practice 7. Participate in artistic and ***industry networks*** to maintain

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ELEMENT	PERFORMANCE CRITERIA
	and inform currency of music industry knowledge and artistic judgement
Enhance professional practice	8. Apply music industry knowledge and artistic judgement as required to predict music trends 9. Apply ***specialist music knowledge*** as required to achieve targeted ***artistic and commercial outcomes*** 10. Apply current music industry knowledge to inform own professional practice
Evaluate music industry knowledge	11. Assess and evaluate music information and knowledge against professional practice requirements 12. Seek input and information to identify and address deficits in music knowledge to help maintain work performance 13. Evaluate the quality and success of artistic judgement in achieving planned work or other outcomes

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:
  - obtain and interpret information to ensure currency of work practice
  - share industry information with colleagues and peers
  - acknowledge cultural protocols
  - seek feedback and integrate constructive advice into own professional practice
  - read and understand industry information
- learning skills sufficient to identify:
  - opportunities to maintain and enhance industry knowledge
  - own knowledge and information needs
- numeracy skills sufficient to interpret relevant technical data
- planning and organisational skills sufficient to monitor own work and introduce strategies to improve performance
- initiative and enterprise skills in the context of:
  - applying artistic judgement to music products
  - applying critical-listening skills to make informed judgements about music

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• well-developed understanding of the music industry in area of specialisation:
  • industry structure and operation
  • employment obligations and opportunities
  • trends and emerging technologies
  • music styles and elements of musical organisation
  • music terminology
  • copyright, moral rights, intellectual property and other legislation relevant to the music industry
  • professional behaviour, ethics and cultural protocols as they apply to the music industry
  • sources of information about the music industry
  • strategies for maintaining current industry knowledge
  • performance contexts and artists' needs
• OHS requirements relevant to particular work 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, 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 critical artistic judgement to achieve artistic or strategic work outcomes • research, analyse, critique and apply industry information • maintain effective industry networks • enhance own professional practice.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current music industry information • access to an appropriate environment to enhance professional practice

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EVIDENCE GUIDE	
	• access to appropriate technology to research and apply music industry information • access to relevant music industry networks, including opportunity for collaboration • access to appropriate learning and assessment support as 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: • case studies or interviews to assess candidate's ability to research industry information and apply knowledge to different contexts and situations • direct observation of candidate analysing, critiquing and sharing industry information • problem-solving activities to assess candidate's critical-thinking skills • written or oral questioning to assess knowledge of technical and context issues that affect professional practice in a given industry context • authenticated samples of relevant work examples and products • portfolios or other documentation that demonstrate the processes used in realising creative music examples and products.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMGT502A Manage artists and their careers • CUSMGT503A Develop artists and repertoire • CUSMKG501A Manage the promotion of creative acts • CUSMLT601A Analyse music • CUSWRT501A Write about music.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• composers • producers • editors of publications • music critics • managers • marketing and public relations personnel • sound-production and recording personnel • record companies • teachers • mentors • musicians • photographers • bandleaders • music conductors • choir leaders.

Areas of music research may include:	• music performance
	• music industry trends and fashions
	• existing and emerging artists, repertoire and events
	• artist training and repertoire development
	• artists
	• products
	• existing and emerging music technologies related to:
	  • performance
	  • production
	  • distribution
	  • marketing
	• music industry opportunities
	• artistic policy development
	• music commentary and criticism
	• media broadcasting
	• programming
	• music business operations.

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RANGE STATEMENT	

Sources of information may include:	• music industry events, such as:
	  • performances
	  • community activities
	  • conferences
	  • conventions
	  • festivals
	  • functions
	  • trade fairs
	  • competitions and awards
	• electronic and print media, such as:
	  • articles
	  • journals
	  • magazines
	  • news
	  • reviews
	  • industrial relations publications
	  • industry publications
	  • lifestyle and contemporary issues magazines
	• government publications, such as:
	  • legislation
	  • policy and procedures manuals
	• internet
	• libraries and archives, including text, film, video, sound and graphic
	• peak copyright organisations
	• personal observations and experience.

Music areas may include:	• popular/commercial music • classical/concert music • world music • jazz • folk • solo • small ensemble • large ensemble • acoustic • electronic • music theatre.
Professional development	• conferences

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RANGE STATEMENT	
activities may include:	• master classes • seminars • symposiums • training programs • workshops.
Network strategies may include:	• association membership • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance • society membership.
Industry networks may include:	• advisory committees • chambers of commerce • community organisations • government agencies • industry sector committees • lobby groups • local councils • professional industry associations • project-specific consultative or reference groups • specific interest or support groups • suppliers • unions • work teams.

Specialist music knowledge may include and inform:	• repertoire
	• knowledge of artists
	• critical-listening skills
	• artistic judgement
	• music history
	• performance practice in a range of styles and customs
	• music technology
	• music texts
	• aural recognition and comprehension of musical devices and systems, including:
	  • melody
	  • harmony
	  • timbre

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RANGE STATEMENT	
	• attack • pitch • tempi • dynamics • expression • physics of music and sound production • technical requirements of instruments in a range of musical styles and performance contexts • aural imagination or music innovation.
Artistic and commercial outcomes may include:	• talking or writing about music • composing and performing music • preparing for and producing audio and video recordings • music teaching • using music software to produce music or music effects • sound design • programming • marketing and promoting music products • direct and indirect selling of music products and services • artistic worth in music products or events • commercial potential and feasibility of artists, repertoire and music products • potential to develop new products and markets.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

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Co-requisite units

Co-requisite units		

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CUSLED501A Provide instrumental or vocal tuition

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide instrumental or vocal tuition as a private teacher. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumental or vocal musicians, who teach privately to individuals of any age or groups of less than five, apply the skills and knowledge described in this unit. They could offer tuition in a private home studio, or a studio attached to a larger organisation. This unit does not apply to teaching in a classroom situation or conducting ensembles. Teachers need a thorough grounding in the techniques of their area of specialisation, as well as an ability to impart skills and knowledge to others.

Licensing/Regulatory Information

Not applicable.

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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 and implement individual and small group tuition programs	1. Develop learning programs that incorporate sound ***educational principles*** 2. Assist learners to develop ***music knowledge*** appropriate to their level of musical development and requirements in area of specialisation 3. Facilitate the development of learners' memory and ***aural skills*** 4. ***Assist*** learners to develop ***technical skills*** in performance 5. Demonstrate and rehearse techniques with learners for the care and maintenance of ***equipment***, ***instruments and accessories***
Teach performance skills	6. Apply a range of ***techniques to develop expressive skills*** 7. Where possible, allow time for learners to evaluate and

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ELEMENT	PERFORMANCE CRITERIA
	perform music of their own choice in learning programs 8. Encourage students to experiment with technology where appropriate to enhance performance outcomes 9. Apply a range of ***techniques to develop performance presentation skills*** 10. ***Facilitate knowledge*** of and a positive attitude to OHS 11. Rehearse safe warming up strategies and other ***OHS techniques*** specific to the instruments/voice with learners
Provide effective career advice	12. Apply current knowledge of the industry and skill requirements in career counselling for learners 13. Apply current knowledge of courses suiting the specific needs of learners when advising on future artistic directions 14. Advise learners on how to prepare and present an appropriate and effective audition program 15. Advise learners how to prepare audition tapes as required 16. Plan and use strategies to assist learners to become self-directed, lifelong learners
Evaluate own and learners' performance	17. Plan and use evaluation indicators that are appropriate to the teaching practice and context to continuously evaluate outcomes 18. Allow learners input into the evaluation plan in ways appropriate to their age and performance contexts 19. Use appropriate, fair and consistent criteria to evaluate individual learners 20. Involve individual learners in self-assessment and where appropriate in peer assessment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication and teaching skills in the context of: • communicating effectively with learners to achieve planned learning outcomes

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REQUIRED SKILLS AND KNOWLEDGE

- providing feedback on performance in a constructive and sensitive manner
- demonstrating and communicating safe performance practice
- assisting learners to understand and observe cultural protocols appropriate to the genre or area of specialisation
- encouraging learners to use appropriate posture, dress and other performance protocols
- assisting learners to match repertoire with performance context and expectations
- listening critically to, and assisting learners to adjust, creative work in performance to achieve the required sound
- working creatively with individual differences
- working constructively with group dynamics
- identifying and dealing constructively with conflict

- self-management and learning skills sufficient to:
  - improve own technical facility in performance so that best practice techniques can be demonstrated to learners
  - evaluate, adjust and develop own teaching practice in line with planned career directions
  - use advice from colleagues and experts to adjust work in line with career direction
  - demonstrate punctuality in all work commitments
  - observe OHS requirements
- initiative, enterprise and creativity in the context of:
  - demonstrating originality and innovative approaches to teaching performance, interpretation and/or improvisation of music
  - extending musical boundaries for self and learners in areas of music specialisation taught
  - facilitating learners to phrase and shape music appropriately and creatively
  - facilitating learners to understand and express appropriate musical nuance
  - assisting learners to perform appropriately for the context of venues, sound forces and perceived audience taste
  - assisting learners to engage the audience in the work
- technical skills sufficient to:
  - assist learners to use appropriate equipment and/or instruments effectively
  - assist learners to use appropriate technology to improve efficiency and musical outcomes
  - investigate technology to assist learners to enhance artistic or commercial outcomes
  - use new technology in tuition practice where possible and relevant
- well-developed skills in areas in which tuition is provided, including:

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REQUIRED SKILLS AND KNOWLEDGE

• performing in relevant genre or style of music
• playing instrument or singing
• planning and organisational skills sufficient to:
  • plan effective tuition programs that reflect understanding of learners' ages, stage of musical development and learning needs
  • maintain an appropriate standard of presentation in all promotional materials
  • use all available opportunities to showcase learners' work
  • plan performance opportunities for learners
  • use time-management strategies to set priorities

Required knowledge

• teaching practice, including:
  • learning principles appropriate to age of students
  • methods to affect skill development
  • strategies to stimulate an interest in learning
  • relationship between skill levels and learning strategies
• sources of career advice
• music knowledge in area of specialisation, including:
  • interpreting music in performance
  • improvisation conventions
  • sight reading from charts or musical notation
  • appropriate repertoire
  • musical terminology
  • musical genres and styles
  • solo and group performance protocols
  • composition process
• issues and challenges that typically arise in the context of providing instrumental or vocal tuition
• techniques for moving the body and breathing to enhance musical performance of self and others
• OHS requirements and procedures in relation to performing

Evidence 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

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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: • demonstrate a high level of performance skills and knowledge in area of specialisation in which tuition is provided • develop talent in others • plan and offer learning programs appropriate to the needs of learners and their level of musical development • convey relevant music literacy and repertoire knowledge.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • access tolearners • access to appropriate teaching facilities • 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: • evaluation of learning programs, lesson plans and resources prepared by the candidate • observation or video recordings of tuition sessions conducted by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion about issues and challenges that arise in the context ofproviding instrumental or vocal tuition.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMGT617A Develop and implement a business plan • CUSIND401A Develop specialist expertise in the music industry • CUSLED502A Provide tuition for composition

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EVIDENCE GUIDE	
	• CUSMPF603A Refine performance techniques and expand repertoire • CUSMPF605A Develop advanced vocal 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.	
Educational principles may include:	• cognitive development • motivation and learning psychology • provision of routine opportunities for learners to perform solo, in ensembles and for an audience • ensuring that content and structure of learning programs are appropriate to age, musical aspirations and skill levels of learners • constructive feedback to learners on an ongoing basis throughout learning programs.

Music knowledge may include:	• repertoire
	• music history
	• instrument knowledge
	• music analyses and research
	• musical forms, systems, practices and customs
	• using written music notation to read and write music, such as:
	  • acoustic and electronic scores
	  • sheet music
	  • chord charts
	• interpretation and/or writing of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre

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RANGE STATEMENT	
	• attack • pitch • tempi • dynamics • music writing, copying, arranging or editing • sight reading • improvisation.
Aural skills may include:	• instrument tuning • listening to adjust the sound in solo or group performance • aural imagination to identify and develop the musical materials • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory.
Assisting learners may involve:	• communicating constructively with learners to maintain their interest and enthusiasm • providing specific exercises, and/or other appropriate learning materials to facilitate progress in controlling instrument/voice • demonstrating and rehearsing techniques for: • developing control and perception of pitch and timbre • developing accurate and fluent performance • providing supportive critical advice to develop confidence in performance and to foster self-esteem • instruction in the conventions and performance customs relevant to the area of music specialisation • facilitating critical self-listening to foster independent learning and improvement in technical skills.
Technical skills may include:	• proficiency in instrumental/vocal performance • understanding of musical elements • scales and other routine exercises • facility with techniques to control and enhance music making • virtuosity to produce appropriate

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RANGE STATEMENT	
	instrumental/vocal performance style and standard • compositional techniques appropriate to style of music making • technical requirements of specific instruments/voices for accurate and appropriate music making.

Equipment*, *instruments and accessories may include:	• voice and other acoustic and electronic musical instruments
	• baton
	• scores
	• strings
	• reeds
	• mouth pieces
	• mallets/beaters
	• tuners, tuning forks and electronic tuners
	• electronic equipment
	• audio and video recordings
	• sound reinforcement equipment, such as:
	  • microphones
	  • amplifiers
	  • mixers
	  • cabling
	• lighting and lighting equipment
	• special effects devices.

Techniques to develop expressive skills may include:	• discussing expressive options appropriate to learners' work • encouraging learners to consider interpretation in performance • discussing the forms of pieces with learners, appropriate to their age and stage of musical development as a way of exploring expressive possibilities and options • encouraging learners to experiment with phrasing and shaping pieces to broaden expressive style • encouraging learners to use dynamics, attack and appropriate tempi to shape the work • encouraging learners to listen critically and develop sensitivity to and appreciation of appropriate style and nuance in performance • teaching repertoire and contexts of

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RANGE STATEMENT	
	interpretation • encouraging learners to listen to, read about, and critically discuss a range of music for their instrument/voice appropriate to their age and stage of musical development • encouraging learners to listen critically to and discuss a range of performance interpretations.
Techniques to develop performance presentation skills may include:	• encouraging learners to attend, view or listen to performances as a way of critically appraising performance skills • ensuring that any repertoire intended for performance is always within the technical ability of learners • providing opportunities for learners to plan a performance program appropriate to their age and stage of musical development • including performance presentation outcomes in individual learning programs • creating opportunities for learners to prepare simulated auditions and to discuss each others' work • advising learners on protocols and customs for dress and presentation to enhance performance for an audience • discussing techniques for communicating with audiences to express musical ideas.
Facilitating knowledge of OHS issues may relate to:	• demonstrating and consistently reinforcing safe performance practice, posture and use of appropriate sound levels, seating and lighting • advising learners of all specific safety issues relating to their instrument/voice • advising learners of specific safety issues relating to their performance and potential performance venues • advising learners on reasonable duration for practice sessions and rehearsal in the context of instrument played or voice • advising learners on safe and healthy conditions for practice, rehearsals and performances.
OHS techniques may relate to:	• healthy posture • specific use of physique in relation to performance

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RANGE STATEMENT	

	• specific instrumental performance, such as:
	  • voice
	  • percussion
	  • brass
	  • strings, including violin and guitar families
	  • reeds and woodwind
	  • keyboards
	  • electronic
	• parts of the body, such as:
	  • ears
	  • trunk
	  • shoulders
	  • neck
	  • arms
	  • lips
	  • tongue and larynx
	  • eyes.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - learning and development

Co-requisite units

Co-requisite units		

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CUSLED502A Provide tuition for composition

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide tuition in composition as a private teacher. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Musicians skilled in music composition who teach privately to individuals of any age, or groups of less than five, apply the skills and knowledge described in this unit. They could offer tuition in a private home studio, or a studio attached to a larger organisation. This unit does not apply to teaching in a classroom situation. Teachers need a thorough grounding in the techniques of their area of specialisation, as well as an ability to impart skills and knowledge to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 and implement individual and small group tuition programs	1. Develop learning programs that incorporate sound ***educational principles*** 2. ***Facilitate*** the development of learners' ***listening skills*** 3. Use a range of ***techniques*** to develop skills in the craft of music composition 4. Assist learners to develop confidence in applying their ***music knowledge*** to the process of composition 5. Use a range of ***techniques to develop learners' creative potential***
Assist learners to explore electronic methods of composition	6. Maintain and impart knowledge of current hardware and software applications that are useful to learners as compositional tools 7. Organise access to electronic media and studios for learners to use when composing 8. Encourage learners to read about and participate in

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ELEMENT	PERFORMANCE CRITERIA
	broad media and technology forums/organisations 9. Where possible, provide learners with mentoring opportunities to develop their skills in composing using electronic media
Facilitate learners' professional development	10. Discuss and plan with learners options for recording and presenting creative ideas through performance 11. Devise and use strategies to develop critical self-reflection in learners to encourage realistic career development planning 12. Assist learners to understand the function and context in which work is being created 13. Devise and use opportunities for learners to consider audience needs and tastes 14. Facilitate learners' understanding of ***business skills*** required as a freelance composer

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teaching skills in the context of:
  - communicating effectively with learners to achieve planned learning outcomes
  - providing feedback on learners' development in a constructive and sensitive manner
  - listening critically to, and assisting learners to adjust, compositions to achieve the required effect
  - working creatively with individual differences
  - working constructively with group dynamics
  - identifying and dealing constructively with conflict
- self-management and learning skills sufficient to:
  - improve own technical facility in composition so that best practice techniques can be demonstrated to learners
  - evaluate, adjust and develop own teaching practice in line with planned career directions
  - use advice from colleagues and experts to adjust work in line with career direction

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REQUIRED SKILLS AND KNOWLEDGE

- demonstrate punctuality in all work commitments
- observe OHS requirements

- initiative, enterprise and creativity in the context of:
  - demonstrating originality and innovative approaches to teaching music composition
  - extending musical boundaries for self and learners
  - facilitating learners to phrase and shape music appropriately and creatively
  - facilitating learners to understand and express appropriate musical nuance
- technical skills sufficient to:
  - assist learners to use appropriate equipment and/or instruments effectively
  - assist learners to use appropriate technology to improve efficiency and musical outcomes
  - investigate technology to assist learners to enhance artistic or commercial outcomes
  - use new technology in tuition practice where possible and relevant
- well-developed skills in music composition
- planning and organisational skills sufficient to:
  - plan effective tuition programs that reflect understanding of learners' ages, stage of musical development and learning needs
  - maintain an appropriate standard of presentation in all promotional materials
  - use all available opportunities to showcase learners' work
  - use time-management strategies to set priorities

Required knowledge

- teaching practice, including:
  - learning principles appropriate to age of students
  - methods to affect skill development
  - strategies to stimulate an interest in learning
  - relationship between skill levels and learning strategies
- sources of career advice
- music knowledge, including:
  - interpreting music in performance
  - improvisation conventions
  - sight reading from charts or musical notation
  - appropriate repertoire
  - musical terminology
  - musical genres and styles
  - solo and group performance protocols
  - composition process

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REQUIRED SKILLS AND KNOWLEDGE
• issues and challenges that typically arise in the context of providing tuition in music composition • OHS requirements and procedures in relation 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 ability to: • demonstrate high-level music composition skills and knowledge • develop music composition skills in others • plan and offer learning programs appropriate to the needs of learners and their level of musical development • develop music literacy and aural skills relevant to music composition.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant equipment • access tolearners • access to appropriate teaching facilities • 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: • evaluation of learning programs, lesson plans and resources prepared by the candidate • observation or video recordings of tuition sessions conducted by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit

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EVIDENCE GUIDE	
	• case studies and scenarios as a basis for discussion about issues and challenges that arise in the context ofproviding tuition in music composition.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMGT617A Develop and implement a business plan • CUSIND401A Develop specialist expertise in the music industry • CUSLED501A Provide instrumental or vocal tuition • CUSMCP601A Extend techniques for composing music • CUSMCP503A Prepare compositions for publishing • CUSMLT602A Analyse harmony.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Educational principles may include:	• cognitive development • motivation and learning psychology • provision of routine opportunities for learners to have their compositions performed for an audience • ensuring that content and structure of learning programs are appropriate to age, musical aspirations and skill levels of learners • constructive feedback to learners on an ongoing basis throughout learning programs.
Facilitating the development of listening skills may involve:	• exercises to develop learners' ability to work with musical materials • encouraging learners to listen critically to their own and others' compositions to stimulate

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RANGE STATEMENT	
	creative possibilities • assisting learners to understand and use appropriate terminology • integrating the learning of relevant musical symbols and concepts into learners' creative work • motivating learners to use compositional techniques from a range of musical contexts and conventions • encouraging learners to discuss the balance of unity and contrast in their own and others' creative work • using experiential learning methods to impart theoretical aspects of composition.
Listening skills may include:	• instrument tuning • listening to adjust the sound in solo or group performance • aural imagination to develop musical materials and to assist learners to develop musical ideas • understanding music systems and practices relevant to area of specialisation • chords and keys in tonal or other musical systems relevant to area of specialisation.
Techniques may include:	• facilitating an understanding of the technical resources of acoustic and electronic sound sources • developing skills in music notation/recording to allow creative development and communication of ideas • assisting learners to use vocabulary appropriate to their needs, aspirations and contexts.

Music knowledge may include:	• repertoire
	• music history
	• instrument knowledge
	• music analyses and research
	• musical forms, systems, practices and customs
	• using written music notation to read and write music, such as:
	  • acoustic and electronic scores
	  • sheet music
	  • chord charts
	• interpretation and/or writing of directions for:

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RANGE STATEMENT	
	• instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • music writing, copying, arranging or editing • sight reading • improvisation • setting down musical compositions for performance.
Techniques to develop learners' creative potential may include:	• using technology and practical performance to stimulate aural imagination • experimentation • assisting learners to develop the habit of constant critical listening to their own work to assess their own creative development • exploring ideas in a range of cultures and arts as a way of inspiring creative imagination • participating in networks to discuss creative ideas with other composers and performers.
Business skills may include:	• typical requirements of a compositional brief • responding to a brief • liaising with clients • developing realistic timelines • costings and budgeting • technical production contingencies.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Workforce development - learning and development

Co-requisite units

Co-requisite units		

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CUSMCP301A Compose simple songs or musical pieces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compose simple songs or musical pieces. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Songwriters and musicians apply the skills and knowledge described in this unit. The process of composition involves an understanding of musical styles and conventions and how and when to apply these. Alternatively, composers may wish to experiment with adapting styles to create a more original-sounding song or musical piece. Skills associated with developing and applying an understanding of musical styles and genres are covered in: • CUSMLT202A Apply knowledge of music culture to music making • CUSMLT301A Apply knowledge of genre to music making. Skills associated with using computer technology as the primary tool for composing musical pieces appropriate to this level are covered in: • CUSMCP303A Develop simple musical pieces using electronic media.

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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 composition requirements	1. In consultation with ***relevant personnel***, identify ***purpose*** of composing songs or musical pieces 2. Identify ***musical styles***, ***elements*** and ***forms***/***structures*** that might suit the purpose of the composition 3. Discuss with relevant personnel how approaches that break away from conventional approaches might be applied

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ELEMENT	PERFORMANCE CRITERIA
	4. Identify the range of instruments and playing techniques to suit the purpose of compositions 5. Agree on ***format*** for final presentation of songs or musical pieces
Compose melodies	6. Apply ***standard melody conventions*** to compositions as required 7. Identify climax points, harmonies and intervals to be used in the songs or musical pieces 8. Align lyrics with the starting points, climaxes and cadence points of a song's melody as required 9. Use appropriate harmonic/chord progressions or sequences in the melody to suit the style/mood of the song or musical piece 10. Ensure melody is rhythmically coherent and rhythm patterns are appropriate to the style/mood of the song or musical piece 11. Match the level of difficulty and register of the melody with available performers and characteristics of the musical style used in the song or musical piece
Finalise compositions	12. Seek feedback on work in progress from relevant personnel and refine compositions accordingly 13. Apply ***copyright notice*** to the composition 14. Present compositions in agreed format

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:
  - discuss compositional requirements in a collaborative manner
  - respond positively to constructive feedback on own compositions
- numeracy skills sufficient to determine duration of songs or musical pieces
- listening skills in the context of:
  - using aural imagination when manipulating musical elements
  - applying aural-perception skills to improve compositional outcomes
- initiative and enterprise skills in the context of experimenting with musical styles

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REQUIRED SKILLS AND KNOWLEDGE

and elements
• planning and organisational skills sufficient to:
  • gather information on musicalstyles, elementsandforms/structures
  • match repertoire to purpose of composition
• learning skills sufficient to:
  • identify and use techniques to develop aural memory and imagination
  • continuously evaluate and adjust own work via critical listening
• musical skills sufficient to:
  • use compositional techniques relevant to selected musical styles
  • use instruments and musical elements relevant to selected musical styles

Required knowledge

• music knowledge sufficient to:
  • recognise chords and keys in tonal and/or other musical systems
  • understand and apply instrument tuning
  • understand scope and capacity of instruments for which compositions are developed
• issues and challenges that typically arise in the context of composing songs or musical pieces

Evidence 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: • compose simple songs or musical pieces for a specific purpose • apply music, repertoire and instrument knowledge • use musical elements and melody conventions.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where song-writing skills can be applied • access to appropriate range of instruments

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EVIDENCE GUIDE	
	• 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: • case studies to assess ability to use musical elements and melody conventions • direct observation of the candidate composing songs or musical pieces • authenticated samples of song-writing work with candidate's self-evaluation • written or oral questioning or interview to test knowledge of song-writing techniques • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of composing songs or musical pieces.
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.	
Relevant personnel may include:	• performer • client • marketing and promotions personnel • artist's agent • tutor • mentor.
Purpose of composition may be for:	• specific artist • ensemble • music theatre

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RANGE STATEMENT	
	• own personal development • corporate purposes • cultural purposes • marketing and promotion • educational purposes • special communities • special occasions • public and/or religious ceremonies • audio or video recordings for online products or interactive games.

Musical styles may include:	• classical
	• contemporary:
	  • blues
	  • folk
	  • gospel
	  • country
	  • electronic
	  • heavy metal
	  • hip hop
	  • industrial
	  • pop
	  • punk
	  • rap
	  • reggae
	  • rock
	  • R&B
	  • soul funk
	  • emo
	• jazz:
	  • contemporary
	  • cool school
	  • easy listening
	  • fusion
	  • swing
	  • tin-pan alley
	  • traditional.

Musical elements may include:	• acoustics • aesthetic qualities

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RANGE STATEMENT	
	• articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.
Musical forms*/*structures may include:	• air • binary • free/through-composed • mobile • rondo • sonata

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RANGE STATEMENT	
	• strophic • ternary • variation • verse-chorus, i.e. combinations of verse, chorus, bridge and/or other contrasting sections, such as ABA, AABA, etc.
Format may be:	• notated • computer-based • recorded.
Standard melody conventions may include:	• diatonic • embellishments • harmonic rhythm • imitation • leap • melisma • phrase • pitch • repeated notes • sequence • step • turnaround • unison.
Copyright notice may include:	• copyright symbol, followed by the name of the copyright owner and the year of first publication • for sound recordings, the letter P (for phonogram) in a circle or in brackets is used.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

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Co-requisite units

Co-requisite units		

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CUSMCP302A Write song lyrics

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write song lyrics. An understanding of musical styles and song structures is essential, along with knowledge of how copyright and royalties apply to songwriters. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Songwriters apply the skills and knowledge outlined in this unit. They could be writing lyrics for music which has already been composed or writing lyrics as the basis for music compositions. Often songwriters write both music and lyrics, either alone or in collaboration with other musicians. Skills associated with composing songs are covered in: • CUSMCP301A Compose simple songs or musical pieces.

Licensing/Regulatory Information

Not applicable.

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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 lyric-writing requirements	1. In consultation with ***relevant personnel***, identify ***purpose*** of lyrics to be written 2. Identify appropriate cultural and stylistic contexts to suit the purpose of songs 3. Agree on nature of collaborative arrangements with composers or performers as required 4. Agree on ***format*** for final presentation of lyrics
Develop lyrical elements	5. Use own imagination and ***lyric-writing resources*** to generate a range of ideas that suit the purpose and ***musical style*** of songs 6. Use a range of ***writing techniques*** and ***rhyme patterns*** to develop the message of songs 7. Use writing techniques to convey appropriate meaning,

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ELEMENT	PERFORMANCE CRITERIA
	mood or effect 8. Apply knowledge of song ***structures*** and ***song formats*** to enhance the effect of songs 9. Align lyrics with starting points, climaxes and cadence points of a song's melody 10. Review work in progress with relevant personnel and make adjustments as required 11. Present lyrics in agreed format 12. Review process for writing lyrics and note areas for future improvement
Develop networks to promote own work	13. Apply knowledge of ***copyright*** to maximise income from song writing 14. Develop ***networks*** to maximise exposure of own songs

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:
  - discuss song-writing requirements in a collaborative manner
  - respond positively to constructive feedback on own work
- literacy skills sufficient to:
  - read and interpretlyric-writing resources
  - write lyrics
- initiative and enterprise skills in the context of:
  - applying original and creative approaches to lyric writing
  - experimenting with writing techniques to produce lyrics that meet specific purposes
- planning and self-management skills sufficient to:
  - meet deadlines
  - develop and maintain a network of professional contacts
- learning skills sufficient to:
  - acquire and use information appropriate to writing song lyrics
  - continuously evaluate and adjust own written work

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• music literacy:
  • musical styles
  • song structures
  • standard melody conventions
  • basic composition processes and notation
• lyric-writing techniques:
  • meter
  • rhyme
  • story telling
• process for collaborating with performers and recording personnel to make music demos
• cultural protocols appropriate to the purpose of songs
• issues and challenges that typically arise in the context of writing song lyrics

Evidence 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: • write lyrics for at least four songs in two different musical styles • apply knowledge of song structures to the writing of lyrics • apply knowledge of copyright to song-writing activities.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where lyric-writing skills can be applied • access to range of appropriate lyric-writing resources • use of culturally appropriate processes, and techniques appropriate to the language and literacy

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EVIDENCE GUIDE	
	capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess ability to use writing techniques and rhyme patterns to convey meaning and create mood • direct observation of the candidate writing song lyrics • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate, including authenticated samples of song lyrics with candidate's self-evaluation • written or oral questioning or interview to test knowledge of lyric-writing techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCMP301A Implement copyright arrangements • CUSMCP301A Compose simple songs or musical pieces • CUSMLT301A Apply knowledge of genre to music making • CUSMLT303A Notate music for performance • CUSMLT403AAnalyse functional harmony.

Range Statement

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

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RANGE STATEMENT	
	• performer • client • producer • marketing and promotions personnel • artist's agent • tutor • mentor.
Purpose of lyrics may be for:	• specific piece of music • specific artist • band • ensemble • music theatre • own personal development • corporate purposes • cultural purposes • marketing and promotion • educational purposes • special communities • special occasions • public and/or religious ceremonies • audio or video recordings for online products or interactive games.
Format may be:	• paper-based • computer-based • recorded.
Lyric-writing resources may include:	• documented events and facts • existing texts • literary, poetic and creative writing material • media • rhyming dictionaries • thesauruses.

Musical styles may include:	• classical
	• contemporary:
	  • blues
	  • folk
	  • gospel
	  • country
	  • electronic
	  • heavy metal

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RANGE STATEMENT	
	• hip hop • industrial • pop • punk • rap • reggae • rock • R&B • soul funk • emo • jazz: • contemporary • cool school • easy listening • fusion • swing • tin-pan alley • traditional.
Writing techniques may include:	• meter • contrast • word associations • allegory • analogy and association • form • hyperbole • irony • metaphor • motif • onomatopoeia • oxymoron • paradox • personification • repetition • simile • symbolism.
Rhyme patterns may include:	• masculine • feminine • dactylic • syllabic

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RANGE STATEMENT	
	• imperfect • semirhyme • oblique • assonance • consonance • half rhyme • alliteration • sight or eye rhyme • tail • internal.
Song ***structures*** may include:	• introduction • verses • pre-chorus • chorus • bridge • collision • vocal runs • instrumental solo • outro • ad lib • catchy melodic phrase or rhythm • hook, e.g. a lyric line • relationship/contrast between chorus and verse.
Song formats may include:	• ballads • list songs • patter songs • answer songs • hymns • choral.

Knowledge of ***copyright*** must include:	• royalty entitlements, such as from:
	  • sale of recordings
	  • broadcasting, including radio, internet or television
	  • use of songs in movies, e.g. royalties from the sale of the soundtrack album
	• role of Australasian Performing Rights Association (APRA)
	• sharing song royalties, e.g. with other band members
	• correct format for copyright notices:

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RANGE STATEMENT	
	• copyright symbol, followed by the name of the copyright owner and the year of first publication • for sound recordings, the letter P (for phonogram) in a circle or in brackets is used.

Networks may include:	• performers
	• composers
	• media outlets:
	  • radio
	  • television
	  • internet
	• dance clubs and other music venues
	• DJs
	• music publishers
	• aggregators.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP303A Develop simple musical pieces using electronic media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use electronic media to develop simple musical pieces. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Musicians involved in the development of musical pieces apply the skills and knowledge outlined in this unit, which deals with the process of using computer-based technology as the primary development tool. They could be working alone or with other musicians in one or more musical styles. Skills associated with more complex music composition projects in this field are covered in: • CUSMCP501A Compose music using electronic media.

Licensing/Regulatory Information

Not applicable.

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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 to develop music using electronic media	1. Discuss with ***appropriate personnel*** the ways in which digital equipment can be used to develop music 2. Use practice sessions to explore the ***features*** of ***software*** applications and computer-based technology used to develop music 3. Confirm ***purpose*** of musical pieces to be developed with appropriate personnel 4. Identify appropriate musical ***styles***, ***elements*** and ***forms***/***structures*** to suit the purpose of the musical pieces 5. Identify the range of instruments and playing techniques to suit the style/mood of the musical pieces 6. Identify ***standard melody conventions*** to be used in the musical pieces

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ELEMENT	PERFORMANCE CRITERIA
Develop simple musical pieces	7. Use electronic media to organise musical elements into working versions of musical pieces 8. Ensure that musical input maintains style of music being created 9. Listen to work in progress with appropriate personnel and seek feedback on how well the musical pieces meet creative and technical requirements 10. Incorporate ideas and suggestions into final pieces 11. Use notation features of software to set down musical pieces as required 12. Apply ***copyright notice*** to the song/musical piece with the name of the songwriter and year of first publication 13. Present all musical pieces in required ***file format*** by agreed deadline
Evaluate own musical works	14. Compare work against previous musical pieces to assess development of techniques and ideas 15. Discuss strengths and weaknesses of musical works with appropriate personnel and identify strategies for improving own skills in developing music using electronic media

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:
  • discuss musical requirements in a collaborative manner
  • respond positively to constructive feedback on own work
  • work collaboratively with others involved in the music development process
• numeracy skills sufficient to determine duration of musical pieces
• listening skills in the context of:
  • using aural imagination when manipulating musical elements
  • applying aural-perception skills to improve musical outcomes
• initiative and enterprise skills sufficient to:
  • develop original and innovative approaches to developing music with electronic media

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REQUIRED SKILLS AND KNOWLEDGE

• experiment with musical styles and elements to develop own style
• planning, organising and self-management skills sufficient to:
  • gather information on musicalstyles, elementsandforms/structures
  • seek expert assistance when problems arise
  • prioritise work tasks
  • meet deadlines
  • demonstrate reliability in all agreed work commitments
• learning skills sufficient to:
  • identify and use techniques to develop aural memory and imagination
  • continuously evaluate and adjust own work via critical listening
• technology skills sufficient to:
  • use appropriate and current software and hardware for developing music
  • resolve operational problems with equipment or software and seek advice as required

Required knowledge

• features of standard hardware and software tools/packages for developing and notating music
• issues and challenges that typically arise in the context of developing music using electronic media
• OHS principles of:
  • safe listening, including safeguards against hearing loss
  • 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: • develop a selection of simple musical works using electronic media • respond positively to constructive feedback on own musical works.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music development skills can be applied • access to industry-current electronic media used to develop musical works • 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: • case studies to assess ability to use musical elements and standard melody conventions • direct observation of the candidate developing musical pieces using electronic media • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of developing simple musical pieces using electronic media.
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.	
Appropriate personnel may include:	• performer • composer • sound engineer • client • marketing and promotions personnel

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RANGE STATEMENT	
	• artist's agent • tutor • mentor.

Features may include:	• virtual instruments
	• music notation
	• tracks:
	  • drum
	  • other instruments
	  • harmonic progression
	  • bass line
	  • melodies
	  • harmonies
	• recording and adding parts to tracks:
	  • in real time
	  • in step time
	  • by importation from other sources
	• channels
	• file output formats
	• audio capture
	• MIDI support
	• loops
	• mixing:
	  • delaying harmonies
	  • adding or changing harmonies
	  • introducing instrumental effects and distortion
	  • adjusting balance, tone and intonation
	  • adding sound elements and effects
	• note editing:
	  • note on or off
	  • note or pitch bend
	  • control change
	  • program change
	  • keyboard after touch
	  • modulation
	  • pitch wheel
	• sequencing
	• changing velocity and volume
	• mastering

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RANGE STATEMENT	
	• samples • specialist plug-ins.
Software applications may include:	• Pro Tools • Logic • Cubase • Ableton Live • Reason • Nuendo • Garage Band • Digital Performer • Soundscape • Sonic Studio.
Purpose of musical pieces may be for:	• computer game • screen production • music demo • specific performer or band • mood music as background to an event or function • own personal development.

Styles may include:	• acoustic:
	  • blues
	  • folk
	  • gospel
	• classical
	• contemporary:
	  • country
	  • electronic
	  • heavy metal
	  • hip hop
	  • industrial
	  • pop
	  • punk
	  • rap
	  • reggae
	  • rock
	• jazz
	• dance.

Elements may include:	• acoustics • aesthetic qualities

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RANGE STATEMENT	
	• articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.
Forms*/*structures may include:	• air • binary • free/through-composed • mobile • rondo • sonata

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RANGE STATEMENT	
	• strophic • ternary • variation • verse-chorus, i.e. combinations of verse, chorus, bridge and/or other contrasting sections, such as ABA, AABA, etc.
Standard melody conventions may include:	• diatonic • embellishments • harmonic rhythm • imitation • leap • melisma • phrase • pitch • repeated notes • sequence • step • turnaround • unison.
Copyright notice may include:	• copyright symbol, followed by the name of the copyright owner and the year of first publication • for sound recordings, the letter P (for phonogram) in a circle or in brackets is used.
File formats may include:	• AIFF • AC3 • WAV • WMA • MIDI • Real Audio • QuickTime • MP3.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP401A Develop techniques for arranging music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to rework an existing composition into a different instrumental or vocal grouping. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Arrangers in all genres apply the skills and knowledge outlined in this unit. They could be helping songwriters structure their compositions, writing versions of songs for performance or publication, or reworking existing compositions for recording artists by providing charts for rhythm sections. Arranging is closely allied to composing, so aural imagination and well-developed aural-perception skills are critical, along with sound understanding of the theory and practice of harmony and counterpoint. Even though they are reworking existing compositions, arrangers aim to produce a musically distinctive sound, sometimes adding original music to final arrangements.

Licensing/Regulatory Information

Not applicable.

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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**
Develop an understanding of music arrangement	1. In consultation with ***appropriate personnel***, identify ***factors*** that may have an impact on how to approach the arranging of music 2. Consider the range of ways ***musical elements*** could be reworked for different types of compositions
Generate ideas for musical arrangements	3. Clarify ***scope*** of music arrangement brief with appropriate personnel 4. Prepare a ***plan*** for completing work in line with the requirements of the brief and negotiate a ***contract*** as required 5. ***Brief*** other people involved in the music arrangement project as required 6. Research arranging conventions of musical style as required

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ELEMENT	PERFORMANCE CRITERIA
	7. Generate a range of musical ideas or starting points and experiment with options for realising them 8. Discuss options with appropriate personnel and refine ideas as required
Arrange music	9. Develop and apply a range of ***techniques*** to adapt and organise musical elements into working versions of arrangements 10. Obtain copyright clearances and address issues regarding intellectual property rights as required 11. Listen to work in progress with appropriate personnel and seek feedback on how well arrangements meet creative and technical requirements 12. Incorporate ideas and suggestions into final arrangements 13. As required, attend rehearsals or performance workshops where arrangements are being played and make any necessary adjustments 14. Present all arrangements in required ***format*** by agreed deadline
Evaluate own music arrangements	15. Identify criteria to provide an effective measure of the success of own arrangements 16. Compare work against previous arrangements to assess development of techniques and ideas 17. Discuss strengths and weaknesses of arrangements with appropriate personnel and identify strategies for improving own arranging techniques

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:
  - discuss requirements for arranging music in a collaborative manner
  - document plans for music arrangement projects
  - respond positively to constructive feedback on own arrangements
- listening skills in the context of:

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REQUIRED SKILLS AND KNOWLEDGE

- using aural imagination when manipulating musical elements
- analysing music instrumentation
- applying aural-perception skills to enhance the sound of original compositions

- initiative and enterprise skills in the context of:
  - phrasing and shaping music appropriately
  - giving the finished work a stylistically convincing sound
  - demonstrating originality and innovative approaches in the use and organisation of musical elements
  - incorporating melodic and harmonic components to give arrangements a musically distinctive sound
  - arranging music appropriately for the context of venues and perceived audience taste
- learning skills in the context of continuously improving music-arranging techniques through practice and refinement based on critical feedback
- planning, self-management and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the arrangement of music in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- technology skills in the context of using music composition and arranging software at a working level of proficiency

Required knowledge

- well-developed understanding of musicianship issues, including:
  - repertoire and music history relevant to area of specialisation
  - harmony and counterpoint
  - instrumentation and orchestration
  - musical protocols and customs for setting down music
  - genres and styles, and their musical forms and conventions in written notation
  - interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation
  - options for using computer applications to notate music
  - copyright issues in relation to arranging compositions
- reading and writing music using written music notation, such as acoustic and electronic scores, sheet music and chord charts
- techniques for writing directions for:
  - instrumentation
  - voicing

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REQUIRED SKILLS AND KNOWLEDGE
• expression • timbre • attack • pitch • tempi • dynamics • issues and challenges that typically arise in the context of arranging music

Evidence 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: • arrange a selection of compositions in response to at least two briefs • apply well-developed aural skills to the music arranging process • work collaboratively with others involved in creating or performing the music arrangements.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music arranging skills can be applied • access to industry-current software, hardware and audio equipment for composing, orchestrating and setting down music • access to scores relevant to the candidate's selected musical styles • 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:

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EVIDENCE GUIDE	
	• evaluation of work plans prepared by the candidate • direct observation of the candidate arranging musical pieces • written or oral questioning to assess candidate's understanding of musical elements and techniques for arranging compositions • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of arranging music in response to a brief.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCMP301A Implement copyright arrangements • CUSMCP402A Develop techniques for composing music • CUSMCP501A Compose music using electronic media • CUSMLT401A Notate music for performance • CUSMLT403A Analyse functional harmony • CUSMLT501A Refine aural-perception skills.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• composer • songwriter • music publisher • performer • ensemble member • big band member • presenter

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RANGE STATEMENT	

	• designer:
	  • sound
	  • lighting
	  • costume
	  • make-up and hair
	  • special effects
	• client
	• marketing and promotions personnel
	• artist's agent
	• conductor
	• tutor
	• mentor.

Factors may include:	• purpose of arrangement, such as to:
	  • enhance the work of recording artists
	  • write charts for performing artists who work with house bands
	  • help songwriters structure their compositions
	  • write versions of existing popular songs for ensembles or for publication
	  • transcribe existing arrangements
	  • modify existing screen music
	  • remix existing popular music recordings for specialised markets, such as dance, radio and internet
	• contractual arrangements
	• available resources
	• amount of time allocated to rehearsal
	• available budget
	• client's expectations
	• intellectual property
	• copyright
	• online distribution considerations:
	  • file compression for streaming and downloading
	  • file formats
	  • promotional samples to accompany each piece
	• timelines.

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RANGE STATEMENT	
Musical elements may include:	• acoustics • aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.
Scope of music arrangement brief may include:	• purpose • number of musical pieces required • duration of pieces • musical genre

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RANGE STATEMENT	
	• extent of instrumentation/orchestration required • budget • required resources • evaluation and review requirements • timeline • final format for arrangements.
Aspects to be covered in the work ***plan*** may include:	• duration, general vision for and scope of the compositions being arranged • text and any associated collaboration required • timelines • budget • resources required for the work • copyright clearances required • timetable that allows for unexpected developments and contingencies • communication plan that ensures ongoing discussion and confirmation of the direction being taken with arrangements • plan of music components and any text components • map that clearly indicates duration requirements for sections of the work.
Aspects to be covered in a ***contract*** may include:	• milestones and payment schedule • materials and facilities provided by both parties • responsibilities of both parties • role of any subcontracted personnel • process for negotiating variations to the contract.
Briefing others may involve:	• allocating work in line with project requirements • providing specifications • agreeing on standards of work and monitoring procedures • providing technical and financial information • agreeing on payment schedules • discussing reporting mechanisms and arrangements for dealing with contingencies • negotiating process for providing feedback on work in progress.
Techniques may include:	• transforming songs from their basic form into authentic-sounding performances or recordings

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RANGE STATEMENT	
	• designing melodic development • sweetening rhythm tracks by writing parts for different instruments • generating harmony vocals • creative use of countermelodic devices specific to different styles of music • writing material that fits comfortably with the standard technique of a particular instrument or voice • adding original music • simplifying music for specific target markets • rounding off rhythms and pitches • applying guide tones • using counterpoint • composing heads as starting points for jazz improvisation • instrumentation • writing note combinations that sound good to the ear • contrary motion • writing parts • creating introductions and endings • using countermelodies • re-harmonising chord progressions • developing musical themes or motifs.
Format may be:	• computer-based • paper-based.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

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Co-requisite units

Co-requisite units		

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CUSMCP402A Develop techniques for composing music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply aural imagination and perception skills to compose a range of musical pieces. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Composers in all genres apply the skills and knowledge outlined in this unit. They could be creating music for a wide range of ensemble, band or solo performances, for such things as music theatre, corporate events, advertising, schools and computer games. This unit builds on skills covered in: • CUSMCP301A Compose simple songs or musical pieces. Skills associated with using computer technology as the primary tool for composing music are covered in: • CUSMCP501A Compose music using electronic media.

Licensing/Regulatory Information

Not applicable.

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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**
Explore ways of expressing ideas musically	1. In consultation with ***appropriate personnel***, identify ***factors*** that may have an impact on how to approach the composition of music 2. Consider the range of ways ***musical elements*** could be organised for different types of musical pieces and different purposes
Generate ideas for musical pieces	3. Clarify ***scope*** of composition brief with appropriate personnel 4. Prepare a ***plan*** for completing work in line with the requirements of the brief and negotiate a ***contract*** as required 5. ***Brief*** other people involved in the composition project as required 6. Generate a range of musical ideas or starting points and

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ELEMENT	PERFORMANCE CRITERIA
	experiment with options for realising them 7. Investigate the potential of basic structural elements for achieving the desired effect 8. Discuss options with appropriate personnel and refine ideas as required
Create musical pieces	9. Develop and apply a range of ***compositional techniques*** to organise musical elements into working versions of musical pieces 10. Listen to work in progress with appropriate personnel and seek feedback on how well compositions meet creative and technical requirements 11. Incorporate ideas and suggestions into final compositions 12. As required, attend rehearsals or performance workshops where compositions are being played and make any necessary adjustments to compositions 13. Present all compositions in required ***format*** by agreed deadline
Evaluate own musical compositions	14. Identify criteria to provide an effective measure of the success of own compositions 15. Compare work against previous compositions to assess development of techniques and ideas 16. Discuss strengths and weaknesses of compositions with appropriate personnel and identify strategies for improving own compositional techniques

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:
  • discuss compositional requirements in a collaborative manner
  • document plans for compositional projects
  • respond positively to constructive feedback on own compositions
• listening skills in the context of:
  • using aural imagination when manipulating musical elements

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REQUIRED SKILLS AND KNOWLEDGE

- analysing music instrumentation
- applying aural-perception skills to improve compositional outcomes

- initiative and enterprise skills in the context of:
  - phrasing and shaping music appropriately
  - expressing appropriate musical nuance
  - demonstrating originality and innovative approaches in the use and organisation of musical elements
  - extending musical boundaries for self and audience
  - experimenting with the synthesis of musical ideas and materials from a range of sources
  - composing appropriately for the context of venues, sound forces and perceived audience taste
- learning skills in the context of continuously improving composition techniques through practice and refinement based on critical feedback
- planning, self-management and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the composition of musical pieces in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- technology skills in the context of using music composition software at a working level of proficiency

Required knowledge

- well-developed understanding of musicianship issues, including:
  - repertoire and music history relevant to area of specialisation
  - instrumentation and orchestration
  - musical protocols and customs for setting down music
  - genres and styles, and their musical forms and conventions in written notation
  - interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation
  - options for using computer applications to notate music
  - copyright issues in relation to composing music
- reading and writing music using written music notation, such as acoustic and electronic scores, sheet music and chord charts
- techniques for writing directions for:
  - instrumentation
  - voicing
  - expression

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REQUIRED SKILLS AND KNOWLEDGE
• timbre • attack • pitch • tempi • dynamics • issues and challenges that typically arise in the context of composing music

Evidence 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: • compose a selection of musical pieces in response to at least two briefs • apply well-developed aural skills to the composition process • work collaboratively with others involved in creating or performing the compositions.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music compositional skills can be applied • access to appropriate range of instruments relevant to the candidate's selected musical styles • access to industry-current software, hardware and audio equipment for composing, orchestrating and setting down music • access to scores relevant to the candidate's selected musical styles • 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

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EVIDENCE GUIDE	
	this unit: • evaluation of work plans prepared by the candidate • direct observation of the candidate composing musical pieces • written or oral questioning to assess candidate's understanding of musical elements and compositional techniques • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of composing music in response to a brief.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFCMP301A Implement copyright arrangements • CUSMCP401A Develop techniques for arranging music • CUSMCP501A Compose music using electronic media • CUSMLT401A Notate music for performance • CUSMLT403A Analyse functional harmony • CUSMLT501A Refine aural-perception skills.

Range Statement

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

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RANGE STATEMENT	
	• lighting • costume • make-up and hair • special effects • client • marketing and promotions personnel • artist's agent • conductor • tutor • mentor.
Factors may include:	• purpose of musical composition, such as for: • specific artist • ensemble • music theatre • own personal development • corporate purposes • cultural purposes • marketing and promotion • educational purposes • special communities • special occasions • public and/or religious ceremonies • audio or video recordings for online products or interactive games • contractual arrangements • available resources • amount of time allocated to rehearsal • available budget • client's expectations • intellectual property • copyright • online distribution considerations: • file compression for streaming and downloading • file formats • promotional samples to accompany each piece • timelines.

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RANGE STATEMENT	
Musical elements may include:	• acoustics • aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.
Scope of composition brief may include:	• purpose • number of musical pieces required • duration of pieces • musical genre

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RANGE STATEMENT	
	• instruments for which music is being composed • budget • required resources • evaluation and review requirements • timeline • final format for compositions.
Aspects to be covered in the work ***plan*** may include:	• duration, general vision for and scope of the composition material • text and any associated collaboration required • timelines • budget • instrumental and performing resources required for the work • timetable that allows for unexpected developments and contingencies • communication plan that ensures ongoing discussion and confirmation of the music being composed • plan of music components and any text components • map that clearly indicates duration requirements for sections of the work.
Aspects to be covered in a ***contract*** may include:	• milestones and payment schedule • materials and facilities provided by both parties • responsibilities of both parties • role of any subcontracted personnel • process for negotiating variations to the contract.
Briefing others may involve:	• allocating work in line with project requirements • providing specifications • agreeing on standards of work and monitoring procedures • providing technical and financial information • agreeing on payment schedules • discussing reporting mechanisms and arrangements for dealing with contingencies • negotiating process for providing feedback on work in progress.

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RANGE STATEMENT	
Compositional techniques may include:	• applying the theory and practice of harmony and counterpoint • composing heads as starting points for jazz improvisation • instrumentation • generating workable rhythm section parts • writing note combinations that sound good to the ear • contrary motion • writing parts • creating introductions and endings • using countermelodies • re-harmonising chord progressions • developing musical themes or motifs.
Format may be:	• computer-based • paper-based.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP501A Compose music using electronic media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compose a range of musical pieces using technology-based 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	Composers in all genres apply the skills and knowledge outlined in this unit. They could be creating music for a wide range of ensemble, band or solo performances, for such things as music theatre, corporate events, advertising, schools and computer games. Composers need well-developed aural-perception skills and sound understanding of the theory and practice of harmony and counterpoint, but those using electronic media as their primary composition tool must also have a high level of proficiency with electronic music equipment and software. This unit builds on skills covered in: • CUSMCP303A Develop simple musical pieces using electronic media.

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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**
Keep up to date with technologies that can be used to compose music	1. ***Undertake research*** to keep abreast of developments in computer ***software*** and hardware relevant to music composition 2. Listen to recordings of music composed using electronic devices as a way of generating ideas in relation to own music practice 3. In consultation with ***appropriate personnel***, identify ***factors*** that may have an impact on how electronic devices can be incorporated into the composition of planned pieces
Generate ideas for	4. Clarify ***scope*** of composition brief with appropriate

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ELEMENT	PERFORMANCE CRITERIA
musical pieces	personnel 5. Prepare a ***plan*** for completing work in line with the requirements of the brief and negotiate a ***contract*** as required 6. ***Brief*** other people involved in the composition project as required 7. Use features of relevant software and/or electronic devices to generate a range of musical ideas or starting points and experiment with options for realising them 8. Investigate the potential of basic structural elements for achieving the desired effect 9. Discuss options with appropriate personnel and refine ideas as required
Create musical pieces	10. Use electronic media to apply a range of ***compositional techniques*** to organise ***musical elements*** into working versions of musical pieces 11. Listen to work in progress with appropriate personnel and seek feedback on how well compositions meet creative and technical requirements 12. Incorporate ideas and suggestions into final compositions 13. As required, attend rehearsals or performance workshops where compositions are being played and make any necessary adjustments to compositions 14. Present all compositions in required ***file format*** by agreed deadline
Evaluate own musical compositions	15. Identify criteria to provide an effective measure of the success of own compositions 16. Compare work against previous compositions to assess development of techniques and ideas 17. Discuss strengths and weaknesses of compositions with appropriate personnel and identify strategies for improving own skills in composing music using electronic media

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication and teamwork skills sufficient to:
  - undertake research into development of computer technologies relevant to music composition
  - discuss compositional requirements in a collaborative manner
  - document plans for compositional projects
  - respond positively to constructive feedback on own performance
- literacy skills sufficient to read and understand software user manuals
- listening skills in the context of:
  - using aural imagination when manipulating musical elements
  - analysing music instrumentation
  - applying aural-perception skills to improve compositional outcomes
- initiative and enterprise skills in the context of:
  - using technology as a creative tool to compose music
  - phrasing and shaping music appropriately
  - expressing appropriate musical nuance
  - demonstrating originality and innovative approaches in the use and organisation of musical elements
  - extending musical boundaries for self and audience
  - experimenting with the synthesis of musical ideas and materials from a range of sources
- learning skills sufficient to keep up to date with new versions of software applications relevant to composing music
- planning, self-management and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the composition of musical pieces in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- problem-solving skills sufficient to plan for contingencies
- technology skills sufficient to use industry-standard software applications and computer hardware relevant to composing music

Required knowledge

- industry knowledge including:
  - musical terminology, systems, elements and genres
  - group and solo performance protocols and customs
  - instrumentation and orchestration

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REQUIRED SKILLS AND KNOWLEDGE
• musical protocols and customs for setting down music • features of a range of hardware and software tools/packages for composing music and generating music scores • fusion of music technology and music composition • copyright issues associated with composing music • issues and challenges that typically arise in the context of composing music using electronic media • OHS principles of: • safe listening, including safeguards against hearing loss • 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: • compose a selection of musical pieces using electronic media in response to at least two briefs • apply well-developed aural skills to the composition process • work collaboratively with others involved in creating or performing the compositions.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music compositional skills can be applied • access to industry-current software, hardware and audio equipment for composing, orchestrating and setting down music • 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

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EVIDENCE GUIDE	
	this unit: • evaluation of work plans prepared by the candidate • direct observation of the candidate composing musical pieces using electronic media • written or oral questioning to assess candidate's understanding of musical elements and compositional techniques using electronic media • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of composing music using electronic media.
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.	

Undertaking research may involve:	• keeping abreast of industry trends through:
	  • searching the internet
	  • reading industry publications
	• attending trade shows
	• participating in conferences and master classes
	• participating in online discussion forums.

Software applications may include:	• Pro Tools • Logic • Cubase • Ableton Live • Reason • Nuendo • Garage Band • Digital Performer

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RANGE STATEMENT	
	• Soundscape • Sonic Studio.

Appropriate personnel may include:	• client
	• software developer and programmer
	• performer
	• ensemble member
	• presenter
	• musical director
	• production manager
	• sound engineer
	• designer:
	  • sound
	  • lighting
	  • special effects
	  • computer games
	• artist's agent
	• tutor
	• mentor.

Factors may include:	• client's expectations
	• purpose of composition, such as music being composed for:
	  • live performances
	  • film/TV productions
	  • online products
	  • interactive games
	• availability of appropriate technological/software resources
	• own level of expertise in using relevant computer software and hardware
	• available budget
	• intellectual property
	• technical parameters, including:
	  • technology constraints
	  • console
	  • platform
	  • bandwidth
	  • memory/RAM
	• timelines.

Scope of composition brief may	• purpose

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RANGE STATEMENT	

include:	• number of musical pieces required
	• duration of pieces
	• musical genre
	• range of virtual instruments to be included in composition
	• any specialists required
	• collaboration required with other creative and operational personnel, such as:
	  • film/TV directors and producers
	  • sound editors and other post-production personnel
	  • sound recordists
	  • game designers
	• budget
	• preferred software application to be used
	• evaluation and review requirements
	• timeline
	• final format for compositions.

Aspects to be covered in the work ***plan*** may include:	• duration, general vision for and scope of the composition material • text and any associated collaboration required • timelines • budget • technological resources required for the work • timetable that allows for unexpected developments and contingencies • communication plan that ensures ongoing discussion and confirmation of the music being composed • plan of music components and any text components • map that clearly indicates duration requirements for sections of the work.
Aspects to be covered in a ***contract*** may include:	• milestones and payment schedule • materials and facilities provided by both parties • responsibilities of both parties • role of any subcontracted personnel • process for negotiating variations to the contract.

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RANGE STATEMENT	
Briefing others may involve:	• allocating work in line with project requirements • providing specifications • agreeing on standards of work and monitoring procedures • providing technical and financial information • agreeing on payment schedules • discussing reporting mechanisms and arrangements for dealing with contingencies • negotiating process for providing feedback on work in progress.
Compositional techniques may include:	• applying the theory and practice of harmony and counterpoint • composing heads as starting points for jazz improvisation • instrumentation • generating workable rhythm section parts • writing note combinations that sound good to the ear • contrary motion • writing parts • creating introductions and endings • using countermelodies • re-harmonising chord progressions • developing musical themes or motifs.
Musical elements may include:	• acoustics • aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation

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RANGE STATEMENT	
	• nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.
File formats may include:	• DAT • AIFF • AC3 • WAV • broadcast WAV format (BWF) • WMA • MIDI • OGG • advanced audio coding (AAC) • Apple Lossless • Real Audio • QuickTime • MP3.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP502A Compose music for screen

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compose music for screen 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	Screen composers write music to synchronise with film and video sequences. Music is used in a range of ways, for example, to create mood, a sense of location, an historical period or film genre. It is also used to link scenes and complement action sequences, such as car chases. Because music for film is usually written and recorded very late in the process, screen composers work to extremely tight deadlines. In addition to music compositional skills, they need thorough understanding of the screen production process since they work closely with producers, directors, sound recordists and post-production personnel.

Licensing/Regulatory Information

Not applicable.

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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 pre-production phase of screen productions	1. In consultation with ***appropriate personnel***, clarify all ***aspects*** of screen music composition briefs, including ***production values*** 2. As required, undertake research into the style and other aspects of music appropriate to the content or storyline of the screen production 3. Use a shot list to map musical events and durations to film shots 4. Determine which moving image sequences require theme and incidental music 5. Establish a routine with the director and film editor for viewing material which has been shot to keep track of any implications for the composition of music 6. Organise ***resources*** required for composing music in line

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ELEMENT	PERFORMANCE CRITERIA
	with ***production*** requirements
Generate ideas for screen music	7. Prepare a ***plan*** for completing work in line with the requirements of the brief and negotiate a ***contract*** as required 8. ***Brief*** other people involved in the composition project as required 9. Generate a range of musical ideas or starting points and experiment with options for realising them 10. Investigate the potential of basic structural elements for achieving desired effects 11. Discuss options with appropriate personnel and refine ideas as required
Create and orchestrate theme and incidental music	12. Apply a range of ***compositional techniques*** to organise ***musical elements*** into working versions of theme and incidental music 13. Orchestrate sound and themes appropriately for the context of each sequence and to ensure musical continuity through the whole soundtrack 14. Where live music is to be used, ensure that all parts are available to appropriate personnel in a timely manner 15. Listen to work in progress with appropriate personnel and seek feedback on how well compositions meet creative and technical requirements 16. Incorporate ideas and suggestions into final compositions 17. Collaborate with appropriate personnel on the compilation of the final music soundtrack
Evaluate work	18. In consultation with appropriate personnel identify aspects of the composition and soundtrack compilation process that worked well and those that could be improved 19. Evaluate the quality and success of the music soundtrack in meeting production requirements and planned outcomes 20. Evaluate own role in operations and note areas for improvement 21. Provide feedback to team members on their performance as required 22. Use results of evaluation to improve own work practices

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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:
  - discuss compositional requirements in a collaborative manner
  - read and interpret screen music briefs and film shot lists
  - document plans for screen composition projects
  - respond positively to constructive feedback on own work
  - provide constructive feedback to others involved in the screen music composition and soundtrack compilation process
- listening skills in the context of:
  - using aural imagination when manipulating musical elements
  - analysing music instrumentation
  - applying aural-perception skills to improve compositional outcomes
- initiative and enterprise skills in the context of:
  - relating sounds to images and concepts in a creative way
  - phrasing and shaping music appropriately
  - expressing appropriate musical nuance
  - demonstrating originality and innovative approaches in the use and organisation of musical elements
  - experimenting with the synthesis of musical ideas and materials from a range of sources
- learning skills sufficient to keep up to date with new versions of software applications relevant to composing music
- planning, self-management and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the composition of musical pieces in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- problem-solving skills sufficient to plan for contingencies
- technology skills sufficient to use industry-standard software applications and computer hardware relevant to composing music

Required knowledge

- well-developed understanding of:
  - principles and techniques involved in composing and compiling music for screen productions

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REQUIRED SKILLS AND KNOWLEDGE
• computer technologies relevant to composing music • film-making aesthetics, processes, personnel and technologies • issues and challenges that typically arise in the context of composing music for screen productions • music knowledge, including: • musical styles • musical concepts and ideas in the context of composing music for screen productions • typical formats for music composition plans • instrumentation and orchestration • musical protocols and customs for setting down music • features of a range of hardware and software tools/packages for composing music • musical terminology, systems, elements and genres • copyright law and permissions • OHS principles of: • safe listening, including safeguards against hearing loss • 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: • prepare an appropriate response to at least two screen music composition briefs • compose music for at least two screen productions • apply well-developed aural skills to the composition process • work creatively, collaboratively and constructively in a team environment.
Context of and specific resources for assessment	Assessment must ensure: • access to screen productions that require the

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EVIDENCE GUIDE	
	composition of music • access to industry-current software, hardware and audio equipment for composing, orchestrating and setting down music • 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: • evaluation of work plans and responses to screen music composition briefs prepared by the candidate • direct observation of the candidate composing musical pieces using electronic media • written or oral questioning to assess candidate's understanding of musical elements and compositional techniques • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of composing music for screen productions.
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 • CUSMCP501A Compose music using electronic media • CUSSOU505A Compile music for soundtracks.

Range Statement

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

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RANGE STATEMENT	
regional contexts) may also be included.	
Appropriate personnel may include:	• musician • performer • composer • musical assistant • music mixer • music supervisor • effects editor • effects mixer • sound recordist • re-recording mixer • audio operator and dubbing machine operator • audio and sound engineer • broadcaster, e.g. remote broadcast engineer • director • producer • post-production editor • program manager • sound designer • lighting designer • film/video crew.

Aspects of the brief may include:	• nature of music required
	• relationship between the composer, producer, director and technical staff
	• responsibility for and access to necessary equipment and assistance
	• remuneration, including:
	  • payment and payment details for the composer
	  • contingency details
	  • consideration of own and possible on-costs in generating the music
	  • copyright, royalty and licensing issues
	• levels of responsibility
	• timelines
	• budgets
	• materials and facilities
	• production schedule.

Production values may include:	• artistic style and quality • overall sound quality aligned with production

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RANGE STATEMENT	
	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 and sound textures • texture • timbre • orchestration • attack • articulation • dynamics • melody and harmony • mood/phrasing and expression.
Resources may include:	• music recording and mixing equipment • MIDI • electronic hardware and software for generating or orchestrating music • sequencers • DAT • sound effects • personnel.
Productions may include:	• feature films • documentaries • animated productions • short films • commercials • filmed events or performances • music videos • television productions of any type.
Aspects to be covered in the work ***plan*** may include:	• duration, general vision for and scope of the composition material • text and any associated collaboration required • timelines • budget • instrumental and performing resources required for the work • timetable that allows for unexpected

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RANGE STATEMENT	
	developments and contingencies • communication plan that ensures ongoing discussion and confirmation of the music being composed • plan of music components and any text components • map that clearly indicates duration requirements for sections of the work.
Aspects to be covered in a ***contract*** may include:	• milestones and payment schedule • materials and facilities provided by both parties • responsibilities of both parties • role of any subcontracted personnel • process for negotiating variations to the contract.
Briefing others may involve:	• allocating work in line with project requirements • providing specifications • agreeing on standards of work and monitoring procedures • providing technical and financial information • agreeing on payment schedules • discussing reporting mechanisms and arrangements for dealing with contingencies • negotiating process for providing feedback on work in progress.
Compositional techniques may include:	• applying the theory and practice of harmony and counterpoint • composing heads as starting points for jazz improvisation • instrumentation • generating workable rhythm section parts • writing note combinations that sound good to the ear • contrary motion • writing parts • creating introductions and endings • using countermelodies • re-harmonising chord progressions • developing musical themes or motifs.
Musical elements may include:	• acoustics

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RANGE STATEMENT	
	• aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP503A Prepare compositions for publishing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare compositions for electronic or print publishing. 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 copyists apply the skills and knowledge outlined in this unit. They may be required to take the hand-written score of a composer and enter the notation into a computer program, such as Finale or Sibelius. Alternatively, the score could be print-based and they work closely with editing personnel at the publishing house. With the advent of music notation software applications, many composers and arrangers prepare their own music for publication.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 music publishing requirements	1. In consultation with ***appropriate personnel***, clarify all ***aspects*** of music publishing briefs 2. Negotiate a ***contract*** for services as required 3. Organise required ***resources*** in a timely fashion
Prepare music in required format	4. Produce clear and accurate ***notation*** of individual parts 5. Adjust work for particular instruments, including range, tone and balance 6. Transcribe music from audio sources as required 7. Set down work using methods and conventions appropriate to the context and musical style 8. Proof notated music to ensure consistency in the spelling of rhythmic, harmonic and melodic notation 9. Seek advice from appropriate ***specialists*** to resolve issues with music sources, including copyright clearances and intellectual property rights 10. Discuss work in progress with appropriate personnel and

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ELEMENT	PERFORMANCE CRITERIA
	incorporate feedback as required 11. Complete and present work in the required ***format*** by agreed deadline
Review work	12. Seek feedback from appropriate personnel on the process used to prepare music for publishing 13. Identify personal strengths and weaknesses as a means of improving own work 14. Undertake ***professional development activities*** 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 teamwork skills sufficient to:
  - interpret and respond to music publishing briefs
  - set down music in a required format
  - work collaboratively with music publishers and composers
  - respond positively to constructive feedback on own work
- initiative and enterprise skills in the context of:
  - anticipating and resolving issues associated with preparing compositions for publishing
  - facilitating improved performance through accurate and thoughtful preparation of music for publishing
- planning, self-management and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the preparation of compositions for publishing in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- problem-solving skills sufficient to:
  - plan for contingencies
  - transpose music accurately
- technology skills sufficient to:
  - use industry-standard software applications relevant to notating music

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REQUIRED SKILLS AND KNOWLEDGE
• transcribe music from audio sources • learning skills sufficient to keep up to date with new versions of software applications relevant to notating music
Required knowledge

• well-developed understanding of musicianship issues, including:
  • repertoire relevant to chosen musical specialisation
  • publishers' requirements in relation to notation of music
  • musical protocols and customs for notating and editing notation of music
  • song-writing techniques
  • genres and styles, and their musical forms and conventions in written notation
  • interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation
• copyright issues and intellectual property rights in the context of preparing compositions for publishing
• issues and challenges that typically arise in the context of preparing compositions for publishing

Evidence 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: • prepare at least three compositions for publishing, at least one of which must have parts • notate music accurately • demonstrate understanding of copyright and intellectual property rights in the context of publishing music • work cooperatively with music publishers, composers and others involved in the process of preparing compositions for publishing.
Context of and specific resources for assessment	Assessment must ensure: • opportunities for preparing compositions for

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EVIDENCE GUIDE	
	publishing • access to printed scores or recorded performances • 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: • direct observation or video recording of the candidate preparing compositions for publishing • authenticated samples of music prepared for publication by the candidate with candidate's self-evaluation • written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit • case studies as a basis for discussion of issues and challenges that arise in the context of preparing compositions for publishing.
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 • CUSMCP401A Develop techniques for arranging music • CUSMCP402A Develop techniques for composing music • CUSMCP501A Compose music using electronic media • CUSMLT401A Notate music for performance • CUSIND501A Apply music knowledge and artistic judgement.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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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.	
Appropriate personnel may include:	• composer • representative of music publishing company • music editor • musical director • producer • performer • mentor • teacher • coach • tutor • conductor • agent.

Aspects of briefs may include:	• musical editions to be used
	• instrumental/vocal forces required for the publication
	• types and number of scores or other music resources required
	• format for presentation of material:
	  • computer-generated
	  • paper-based
	• how publications are to be distributed:
	  • hard copy
	  • online
	• remuneration
	• levels of responsibility
	• timelines
	• budgets
	• copyright issues
	• intellectual property rights.

Aspects to be covered in a ***contract*** may include:	• milestones and payment schedule • materials and facilities provided by both parties • responsibilities of both parties • role of any subcontracted personnel • process for negotiating variations to the contract.

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RANGE STATEMENT	

Resources may include:	• scores
	• printed music
	• recordings
	• software applications:
	  • Finale
	  • Sibelius
	• subcontractors.

Notation may include:	• correct transposition • spacing of rests • correct adjustment of repeats in line with the full score • accurate conversion of expression marks from the full score • accurate and consistent interpretation of full score markings in individual parts • consistent bow markings through all parts.
Sources of ***specialist*** advice may include:	• journals • online resources • industry/professional associations • legislation, e.g. Copyright Act and amendments • conductors • directors • composers • principal performers • music publishers • musicologists • music scholars.
Format may be:	• computer-generated • paper-based.
Professional development activities may include:	• courses or master classes • working with practitioners who are experienced in score preparation/print music publishing • attending industry events.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP601A Extend techniques for composing music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop high-level music composition 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	This unit builds on CUSMCP402A Develop techniques for composing music, and can apply to refining techniques for composing music in any music genre, as well as in all performance and recording contexts. A higher level of competence in areas such as aural imagination, melodic development, instrumentation and orchestration is required of composers as they seek to establish a reputation for themselves in the industry. They are expected to show a real commitment to improving their techniques in ways that enable them to extend the range of compositional briefs to which they can confidently respond. A willingness to act on feedback from colleagues and mentors is also essential.

Licensing/Regulatory Information

Not applicable.

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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**
Set professional development goals	1. In consultation with ***appropriate personnel***, listen to recordings of own compositions in the context of setting professional development goals 2. Discuss ***factors*** that contribute to excellence in music composition and incorporate them into professional development goals as appropriate 3. Listen to the work of master composers and consider ***techniques*** that could be applied to own practice 4. Establish ***criteria*** for monitoring and evaluating the success of own skill development 5. Develop a practice plan that incorporates realistic goals as a basis for refining composition techniques 6. Implement ***networking strategies*** to develop relationships that will assist in the process of enhancing

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ELEMENT	PERFORMANCE CRITERIA
	own professional practice
Use personal practice time to refine techniques	7. Seek feedback on and critically review a sample of own compositions in terms of how well they fulfilled their respective briefs 8. Experiment with ways of enhancing those compositions to produce better outcomes 9. Use opportunities to discuss revised compositions with peers and/or mentors and incorporate their critical feedback into continuous improvement strategies
Compose music	10. Seek music compositional work that extends the range of own practice and helps to build confidence in own ability to respond to creative challenges 11. In response to briefs, generate a range of musical ideas or starting points and experiment with options for realising them 12. Discuss options with appropriate personnel and refine ideas as required 13. Apply a full range of compositional techniques to organise ***musical elements*** into working versions of musical pieces 14. Listen to work in progress with appropriate personnel and seek feedback on how well compositions meet creative and technical requirements 15. Incorporate ideas and suggestions into final compositions 16. As required, attend rehearsals or performance workshops where compositions are being played and make any necessary adjustments to compositions 17. Present all compositions in required ***format*** by agreed deadline
Evaluate own skill development	18. Compare work against previous compositions to assess development of techniques and ideas 19. Evaluate level of improvement in own compositional techniques against agreed criteria 20. Seek feedback on compositions from appropriate personnel and incorporate their suggestions and ideas into own continuous improvement strategies

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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:
  - discuss compositional requirements in a collaborative manner
  - respond positively to constructive feedback on own compositions
  - actively participate in industry and community networks as a way of extending own professional practice
- listening skills in the context of:
  - using aural imagination when manipulating musical elements
  - analysing music instrumentation
  - applying aural-perception skills to improve compositional outcomes
- initiative and enterprise skills in the context of:
  - phrasing and shaping music appropriately
  - expressing appropriate musical nuance
  - demonstrating originality and innovative approaches in the use and organisation of musical elements
  - extending musical boundaries for self and audience
  - experimenting with the synthesis of musical ideas and materials from a range of sources
  - composing appropriately for the context of venues, sound forces and perceived audience taste
- self-management and learning skills in the context of:
  - setting professional development goals
  - monitoring and evaluating effectiveness of own compositions
  - improving music composition techniques through experimentation and practice
- planning and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the composition of musical pieces in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- technology skills in the context of using music composition software at a working level of proficiency

Required knowledge

- well-developed understanding of musicianship issues, including:

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REQUIRED SKILLS AND KNOWLEDGE
• repertoire and music history relevant to area of specialisation • instrumentation and orchestration • musical protocols and customs for setting down music • genres and styles, and their musical forms and conventions in written notation • interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation • options for using computer applications to notate music • copyright law and permissions • reading and writing music using written music notation, such as acoustic and electronic scores, sheet music and chord charts • techniques for writing directions for: • instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • issues and challenges that typically arise in the context of extending techniques for composing music

Evidence 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 and monitor progress in own skill development • compose, in response to at least two briefs, a selection of musical pieces that demonstrate an advanced understanding of compositional techniques • apply well-developed aural skills to the composition process

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EVIDENCE GUIDE	
	• work collaboratively with others involved in creating or performing the compositions • respond positively to constructive feedback on own compositions.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music compositional skills can be applied • access to appropriate range of instruments relevant to the candidate's selected musical styles • access to industry-current software, hardware and audio equipment for composing, orchestrating and setting down music • access to scores relevant to the candidate's selected musical styles • 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: • direct observation of the candidate composing musical pieces • process diary detailing practice planning, goals and strategies • written or oral questioning on professional development strategies, planning and career goals • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant artistic and/or commercial achievements • written or oral questioning to assess candidate's understanding of musical elements and compositional techniques • case studies and scenarios as a basis for discussing issues about refining techniques for composing music.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

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

Factors may include:	• aural imagination
	• aural-perception skills
	• specialising in a particular style of music and establishing a niche for oneself
	• specialising in composing music for particular performance contexts, such as:
	  • classical music ensemble
	  • jazz ensemble
	  • opera
	  • defence force band
	  • electronic dance music
	• ability to write lyrics
	• level of expertise in composing music using electronic media
	• ability to compose in a range of styles to suit different purposes, such as:
	  • screen music
	  • community music
	  • dance theatre
	  • musical theatre
	  • interactive multimedia
	  • advertising music
	  • library music.

Techniques may include:	• applying the theory and practice of harmony and counterpoint • composing heads as starting points for jazz improvisation

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RANGE STATEMENT	
	• constructing phrasing techniques appropriate to the musical genre • evaluating the appropriate use of dynamics for various instruments • instrumentation • orchestration • generating workable rhythm section parts • contrary motion • writing parts • writing for different instruments • creating introductions and endings • using countermelodies • advanced melodic development • developing musical themes or motifs.
Criteria may include:	• application of advanced harmonic, melodic and rhythmic concepts • increased level of expertise in composing music using electronic media • increased range of compositional techniques used • increased level of confidence in composing music for different purposes • audience response • increased positive feedback from clients, mentors and peers.
Networking strategies may include:	• membership of industry and/or professional associations • participating in conferences or seminars • distributing personal marketing material to potential clients • maintaining regular contact with other composers • participating in online discussion groups.
Musical elements may include:	• acoustics • aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics

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RANGE STATEMENT	
	• expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.
Format may be:	• computer-based • paper-based.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMCP602A Extend techniques for arranging music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop high-level skills in arranging music. 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 builds on CUSMCP401A Develop techniques for arranging music, and can apply to refining techniques for arranging music in any music genre, as well as in all performance and recording contexts. A higher level of competence in areas such as aural imagination, melodic development, instrumentation and orchestration is required of arrangers as they seek to establish a reputation for themselves in the industry. They are expected to show a real commitment to improving their techniques in ways that enable them to extend the range of music-arranging briefs to which they can confidently respond. A willingness to act on feedback from colleagues and mentors is also essential.

Licensing/Regulatory Information

Not applicable.

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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**
Set professional development goals	1. In consultation with ***appropriate personnel***, listen to recordings of own music arrangements in the context of setting professional development goals 2. Discuss ***factors*** that contribute to excellence in arranging music and incorporate them into professional development goals as appropriate 3. Listen to the work of master composers and arrangers and consider ***techniques*** that could be applied to own practice 4. Establish ***criteria*** for monitoring and evaluating the success of own skill development 5. Develop a practice plan that incorporates realistic goals as a basis for refining music-arranging techniques 6. Implement ***networking strategies*** to develop

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ELEMENT	PERFORMANCE CRITERIA
	relationships that will assist in the process of enhancing own professional practice
Use personal practice time to refine techniques	7. Seek feedback on and critically review a sample of own arrangements in terms of how well they fulfilled their respective briefs 8. Experiment with ways of enhancing those arrangements to produce better outcomes 9. Use opportunities to discuss revised arrangements with peers and/or mentors and incorporate their critical feedback into continuous improvement strategies
Arrange music	10. Seek music arranging work that extends the range of own practice and helps to build confidence in own ability to respond to creative challenges 11. In response to briefs, generate a range of musical ideas or starting points and experiment with options for realising them 12. Discuss options with appropriate personnel and refine ideas as required 13. Apply a full range of techniques to organise ***musical elements*** into working versions of musical pieces 14. Obtain copyright clearances and address issues regarding intellectual property rights as required 15. Listen to work in progress with appropriate personnel and seek feedback on how well arrangements meet creative and technical requirements 16. Incorporate ideas and suggestions into final arrangements 17. As required, attend rehearsals or performance workshops where arrangements are being played and make any necessary adjustments 18. Present all arrangements in required ***format*** by agreed deadline
Evaluate own skill development	19. Compare work against previous arrangements to assess development of techniques and ideas 20. Evaluate level of improvement in own music-arranging techniques against agreed criteria 21. Seek feedback on arrangements from appropriate personnel and incorporate their suggestions and ideas into own continuous improvement strategies

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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:
  - discuss music arranging requirements in a collaborative manner
  - respond positively to constructive feedback on own arrangements
  - actively participate in industry and community networks as a way of extending own professional practice
- listening skills in the context of:
  - using aural imagination when manipulating musical elements
  - analysing music instrumentation
  - applying aural-perception skills to enhance the sound of original compositions
- initiative and enterprise skills in the context of:
  - phrasing and shaping music appropriately
  - giving the finished work a stylistically convincing sound
  - demonstrating originality and innovative approaches in the use and organisation of musical elements
  - incorporating melodic and harmonic components to give arrangements a musically distinctive sound
  - arranging music appropriately for the context of venues and perceived audience taste
- self-management and learning skills in the context of:
  - setting professional development goals
  - monitoring and evaluating effectiveness of own arrangements
  - improving music-arranging techniques through experimentation and practice
- planning and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the arrangement of musical pieces in a logical sequence
  - work within established budgets and timeframes
  - demonstrate reliability in all agreed work commitments
- technology skills in the context of using music composition and arranging software at a working level of proficiency

Required knowledge

- well-developed understanding of musicianship issues, including:
  - repertoire and music history relevant to area of specialisation

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REQUIRED SKILLS AND KNOWLEDGE
• instrumentation and orchestration • musical protocols and customs for setting down music • genres and styles, and their musical forms and conventions in written notation • interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation • options for using computer applications to notate music • copyright law and permissions • reading and writing music using written music notation, such as acoustic and electronic scores, sheet music and chord charts • techniques for writing directions for: • instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • issues and challenges that typically arise in the context of extending techniques for arranging music

Evidence 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 and monitor progress in own skill development • arrange, in response to at least two briefs, a selection of musical pieces that demonstrate an advanced understanding of music-arranging techniques • apply well-developed aural skills to the music arrangement process • work collaboratively with others involved in creating or performing the music arrangements

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EVIDENCE GUIDE	
	• respond positively to constructive feedback on own arrangements.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where music arranging skills can be applied • access to industry-current software, hardware and audio equipment for composing, arranging, orchestrating and setting down music • access to scores relevant to the candidate's selected musical styles • 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: • direct observation of the candidate arrangingmusical pieces • process diary detailing practice planning, goals and strategies • written or oral questioning on professional development strategies, planning and career goals • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant artistic and/or commercial achievements • written or oral questioning to assess candidate's understanding of musical elements and music-arranging techniques • case studies and scenarios as a basis for discussing issues about refining techniques for arranging music.
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

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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.	
Appropriate personnel may include:	• composer • songwriter • music publisher • mentor • coach • peer • performer • client.

Factors may include:	• aural imagination
	• aural-perception skills
	• specialising in a particular style of music and establishing a niche for oneself
	• specialising in arranging music for particular performance, composition or recording contexts, such as:
	  • classical music ensemble
	  • jazz ensemble
	  • opera
	  • solo artist
	  • songwriter
	  • defence force band
	  • electronic dance music
	• ability to write lyrics
	• level of expertise in composing and arranging music using electronic media
	• ability to arrange music in a range of styles to suit different purposes, such as:
	  • screen music
	  • community music
	  • dance theatre
	  • musical theatre
	  • interactive multimedia
	  • advertising music
	  • library music.

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RANGE STATEMENT	
Techniques may include:	• transforming songs from their basic form into authentic-sounding performances or recordings • designing melodic development • sweetening rhythm tracks by writing parts for different instruments • generating harmony vocals • creative use of countermelodic devices specific to different styles of music • writing material that fits comfortably with the standard technique of a particular instrument or voice • adding original music • simplifying music for specific target markets • rounding off rhythms and pitches • applying guide tones • using counterpoint • composing heads as starting points for jazz improvisation • instrumentation • writing note combinations that sound good to the ear • contrary motion • writing parts • creating introductions and endings • using countermelodies • re-harmonising chord progressions • developing musical themes or motifs.
Criteria may include:	• application of advanced harmonic, melodic and rhythmic concepts • increased level of expertise in arranging music using electronic media • increased range of music arrangement techniques used • increased level of confidence in arranging music for different purposes • audience response • increased positive feedback from clients, mentors and peers.
Networking strategies may include:	• membership of industry and/or professional associations • participating in conferences or seminars • distributing personal marketing material to

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RANGE STATEMENT	
	potential clients • maintaining regular contact with other composers and arrangers • participating in online discussion groups.
Musical elements may include:	• acoustics • aesthetic qualities • articulation • attack • beat • cultural context • duration • dynamics • expression • form • harmony/chords • instrumentation • interpretation • intonation • melody • notation • nuance • orchestration • ornamentation • phrasing • pitch • relationship to song lyrics • rhythm • scales • shape • sound production • suspensions • tempo • texture • timbre/tone colour • time signatures • tonality • transposition • unity and contrast • voicing • volume.

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RANGE STATEMENT	
Format may be:	• computer-based • paper-based.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music composition

Co-requisite units

Co-requisite units		

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CUSMGT401A Manage distribution of music and associated products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the distribution of music in both physical and digital formats, as well as products associated with the music. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Those responsible for managing the process of distributing the music and merchandise associated with an artist or act apply the skills and knowledge outlined in this unit. The unit may apply to artists, musical publishers, digital distributors/aggregators in association with independent labels, as well as those who work in record companies. The market for physical products, such as CDs, is contracting as consumers turn to online stores to purchase music in more flexible ways. Therefore digital distribution of music is becoming the dominant distribution mode.

Licensing/Regulatory Information

Not applicable.

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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**
Distribute physical products	1. In consultation with ***relevant personnel*** determine the range of ***physical products*** to be promoted and distributed 2. Ensure that contracts clearly state the ***rights*** and ***obligations*** of all parties with regard to distribution of music and associated products 3. Manage the distribution of physical products to retail outlets as required 4. Ensure that accurate ***records*** are kept of products distributed 5. Ensure that income from sales of products is distributed in line with contractual agreements
Manage digital	6. Ensure that artists, songwriters and composers understand different ***business models*** for digital

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ELEMENT	PERFORMANCE CRITERIA
distribution of music	distribution of their music 7. Ensure that artists, songwriters and composers understand their rights under a digital distribution deal 8. Supply music for digital distribution in the ***required format*** 9. ***Contribute*** to the promotion of music and associated products through ***media outlets*** as required 10. Ensure that accurate records are kept of music distributed 11. Ensure that income from sales of music is distributed in line with contractual agreements
Evaluate distribution strategies	12. Assess the impact and effectiveness of distribution strategies 13. Analyse costs and timelines to evaluate benefits arising from distribution strategies 14. In consultation with relevant personnel, revise distribution strategies as required

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 access reliable information on business models for the distribution of music and associated products
• communication and teamwork skills sufficient to:
  • liaise effectively with a range artists and personnel involved in the distribution of music and associated products
  • work cooperatively in a team environment
• initiative and enterprise skills sufficient to establish and manage viable distribution arrangements
• planning and organisational skills sufficient to plan and implement viable distribution arrangements
• problem-solving skills sufficient to manage contingencies in distribution activities
• self-management skills sufficient to:
  • set priorities and apply time-management strategies
  • work within established budgets and timeframes

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REQUIRED SKILLS AND KNOWLEDGE

• technical skills sufficient to:
  • use the internet to access information
  • use software applications to track sales of music distributed digitally

Required knowledge

• new and emerging business trends and models in the music industry
• planning processes for organising the distribution of music and associated products
• types of royalty income due to artists, composers and songwriters
• relevant legislation, regulations and codes of practice, including:
  • copyright and intellectual property
  • ethical standards, privacy and confidentiality
  • OHS
• role and functions of:
  • industry personnel
  • music retail outlets
  • music publishing companies
  • record companies
  • digital distributors/aggregators
  • national and international music industry associations
• issues and challenges that typically arise in the context of managing the distribution of music and associated products

Evidence 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 strategies to distribute music and associated products • manage the digital distribution of music • work cooperatively with others involved in the distribution of music and associated products.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where distribution of music and associated products is required • access to artists and digital distributors/aggregators • 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: • case studies to assess candidate's ability to communicate effectively in a range of situations dealing with the distribution of music and associated products • written or oral questioning to assess knowledge as listed in the required knowledge section of this unit • problem-solving activities to assess ability to manage contingencies in the process of distributing music and associated products.
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.	
Relevant personnel may include:	• artists and performers • composers • songwriters • artist managers • publishers • record companies • digital distributors/aggregators

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RANGE STATEMENT	

	• advertising agencies
	• public relations companies
	• media personnel, such as:
	  • broadcasters
	  • critics
	  • journalists.

Physical products may include:	• CDs
	• DVDs
	• merchandise, such as:
	  • T-shirts
	  • posters
	  • stickers
	  • mugs
	  • gimmicky objects.

Rights may include the right to:	• assign or retain all rights in the music • distribute through multiple agencies • vary the product range • opt out of a contract or agreement • set prices.
Obligations may include the party responsible for:	• covering the cost of making products • distributing products to retail outlets • tracking sales and returns • keeping records • distributing income from sales.
Records may include:	• type of physical or digital product • number of products • retail outlets • date when products were supplied to retail outlets • contact details at retail outlets • number of sales • number of returns • items out of stock • estimated date for new stock • back orders for stock • damage to stock • delivery method • contact details at delivery companies.

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RANGE STATEMENT	

Business models may include:	• artist's music publishing company dealing through a collection agency with online outlets, such as iTunes and Amazon MP3 on their behalf
	• artists using a digital distributor to deal with online outlets using business models, such as:
	  • fee for service
	  • subscription
	  • upload fee and royalty percentage.

Required format may include:	• single tracks • albums • audio files in format nominated by distribution agency • cover artwork in format nominated by distribution agency • barcode (universal product code [UPC]) • international standard recording code (ISRC).
Contributing to promotional activities may include:	• writing media releases • assisting artists to compile rÃ©sumÃ©s • distributing artists' rÃ©sumÃ©s • organising media interviews for artists.

Media outlets may include:	• print
	• television
	• radio
	• internet, including:
	  • artists' websites
	  • broadcast email lists
	  • YouTube
	  • Facebook
	  • MySpace
	  • blogs
	• digital communication devices, e.g. mobile phones.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CUSMGT402A Administer music publishing income

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to calculate, collect and distribute publishing income. 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 publishers, employees of collection societies and artist managers apply the skills and knowledge outlined in this unit. Collection societies, such as the Australasian Performing Rights Association (APRA) collect licence fees for the use of music by broadcasters and other entities, and distribute them as royalties to music copyright holders. These could be songwriters, composers or music publishing companies. Skills associated with negotiating and administering artists' royalty income derived from recordings of performances are covered in: • CUSMGT404A Administer artists' royalty income.

Licensing/Regulatory Information

Not applicable.

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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 publishing agreements	1. Calculate ***publishing income*** in line with publishing agreements, copyright legislation and ***industry association agreements*** 2. Negotiate and confirm ***royalties*** arising from the use of published ***works*** on behalf of ***originators*** 3. Ensure royalty negotiations accurately and fairly reflect the commercial stature of originator 4. Discuss, confirm and document ***publishing agreement*** with originator 5. Ensure ***terms and conditions*** are agreed and incorporated into publishing agreement 6. Ensure commercial interests of originator and publisher are balanced and clearly articulated

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ELEMENT	PERFORMANCE CRITERIA
Collect and disperse publishing income	7. Notify relevant ***agencies*** of publishing agreement 8. Use standard administration procedures of relevant agencies to accurately and promptly report the use of published works 9. Use relevant software to calculate royalties and apportion income in line with publishing agreement 10. Distribute royalties to originators in line with publishing agreement
Monitor use of published works	11. Plan and implement strategies to monitor and report on the use of published works 12. Monitor and build on ***attributes*** of published works 13. Contact and negotiate with relevant agencies to protect use of published works internationally
Maintain accounts for published works	14. Update files systematically to ensure currency and accuracy of records and reporting 15. File new published works and notify relevant agencies promptly

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 trace and monitor the use and users of published works
- literacy skills sufficient to interpret publishing contracts and agreements
- numeracy skills sufficient to calculateroyalty paymentsand apportion publishing income to originators of published works
- communication skills sufficient to negotiate publishing agreements with originators of published works and negotiate rates for the use of published works
- critical-thinking skills sufficient to analyse the use and users of published works
- initiative and enterprise skills sufficient to identify alternative approaches to monitoring the use of published works
- learning skills sufficient to maintain currency of music licensing knowledge
- planning and organisational skills sufficient to report on the use of published works
- problem-solving skills sufficient to address discrepancies in royalty calculations
- self-management skills sufficient to assess and prioritise own workload
- teamwork skills sufficient to build and maintain networks and relationships with

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REQUIRED SKILLS AND KNOWLEDGE
originators and users of published works • technical skills sufficient to use licensing and/or accounting software
Required knowledge

• copyright legislation as it relates to licensing, publishing, rights and royalties:
  • Copyright Act 1968
  • Copyright Amendment (Digital Agenda) Act 2000
• revenue structures in the music industry
• types of royalty income due to composers and songwriters
• methods for calculating and distributing publishing income
• rights and obligations of publishers and originators of published works
• role and functions of:
  • industry personnel
  • music retail outlets
  • music publishing companies
  • record companies
  • digital distributors/aggregators
  • national and international music industry associations
• routine bookkeeping and accounting procedures
• typical features, requirements and terminology used inpublishing contracts and agreements
• issues and challenges that typically arise in the context of administering publishing income

Evidence 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: • analyse and assess licensing potential of relevant published works • calculate, collect and distribute royalties • negotiatepublishing agreements.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to copyright and licensing legislation, including the Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000 • access to copyright licensing and accounting software • access to industry association agreements • access to publishers, originators and users of published works • 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: • case studies to assess candidate's ability to negotiate publishing agreements • direct observation of candidate calculating, collecting and distributing publishing income • written or oral questioning to assess knowledge of the process involved in collecting and distributing income from published works • problem-solving activities to assess ability to calculate returns and apportion their distribution.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUR402B Negotiate contracts • CUFCMP301A Implement copyright arrangements • CUSIND401A Develop specialist expertise in the music industry • CUSMGT401A Manage distribution of music and associated products • CUSMGT403A Managelicensing of music • CUSMGT404A Administer artists' royalty income.

Range Statement

RANGE STATEMENT

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

Publishing income may include:	• mechanical income derived from audio-only recordings, such as:
	  • retail sales
	  • demo/audition recordings
	  • educational recordings
	  • premiums
	  • ringtones
	  • downloads
	• print income derived from printed works, e.g. sheet music sales
	• public performance income derived from publicly performed works, such as:
	  • internet downloads
	  • live performances
	  • mobile phone ringtones
	  • radio
	  • television
	• licensing/synchronisation income derived from audiovisual works, such as:
	  • DVD
	  • film
	  • television
	  • video.

Industry association agreements may include:	• Physical Product Licence Scheme: Australasian Mechanical Copyright Owners Society (AMCOS) • Joint Licence Scheme: Australasian Performing Rights Association (APRA) and Australasian Mechanical Copyright Owners Society (AMCOS).

Royalties may include:	• mechanical
	• public performance, such as:
	  • advertising
	  • aerobic and fitness classes

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RANGE STATEMENT	
	• background/in-store music • churches • cinemas/film screenings • dance clubs, including mobile discos • dance schools • jukebox and videos • live music venues, e.g. clubs and hotels • radio stations, including commercial, community and narrowcast • ringtone providers • schools • sporting arenas and stadiums • television stations, including public, commercial, community, narrowcast and subscription • webcasters • sheet music • synchronisation: • production music • original soundtrack material • prerecorded and released material • third-party goods and services.
Works may include:	• songs • jingles • soundtracks • compositions.
Originators may include:	• songwriters • composers • arrangers • lyric writers.
Publishing agreement may include:	• term publishing • administration deal • single-song assignment • sub-publishing • work for hire.
Terms and conditions may include:	• advances • royalty payment schedule: • general • public performance/communication

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RANGE STATEMENT	
	• sheet music • synchronisation and covers • assignment of copyright • creative control • duration, e.g. term and retention • enforcement of rights • goods and services tax (GST) • independent advice • jurisdiction • notices • obligation to exploit • overseas income • productivity commitment • promises and warranties • recoupment • reversion of copyright • termination • territory.
Agencies may include:	• Australasian Performing Rights Association (APRA) • Australasian Mechanical Copyright Owners Society (AMCOS) and in certain circumstances: • American Society of Composers, Authors and Publishers (ASCAP) • Copyright Agency Limited (CAL) • Harry Fox Agency • Mechanical Copyright Protection Society (MCPS) • Performing Rights Society (PRS) • Phonographic Performance Company of Australia (PPCA) • SociÃ©tÃ© des Auteurs, Compositeurs et Ã‰diteurs de Musique (SACEM).
Attributes may include:	• nature of promotional usage • intended audiences and audience size • rights granted to licensees • nature of products associated with published work • reputation of originator

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RANGE STATEMENT	
	• success enjoyed by published work • territories in which published works are used.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CUSMGT403A Manage licensing of music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit covers the performance outcomes, skills and knowledge required to manage, promote and negotiate licensing of musical works. 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 of music publishing companies apply the skills and knowledge described in this unit. They are responsible for promoting the use of material in a publisher's catalogue to prospective clients. They then negotiate licensing agreements with clients who want to use this material for their own purposes, such as in screen productions, broadcasts and mobile phone ringtones, and as mood music in public buildings. At times an artist manager may perform this role on behalf of artists.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 works to clients	1. Plan ***strategies*** to promote listed ***works*** and ***originators of works*** 2. Research and assess marketing opportunities for listed works using appropriate ***sources*** 3. Identify and research ***users of publicly performed music*** to compile a list of potential clients 4. Pitch material to potential clients 5. Respond to requests for information on listed works from prospective clients
Negotiate contracts	6. Confirm that licensing of rights in works has been agreed by originator 7. Discuss and confirm ***terms and conditions*** of ***licensing contract*** with originator 8. Ensure licensing contract with client is free of conflicting claims or licences already granted or pending 9. Support all parties during licensing negotiations, and

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ELEMENT	PERFORMANCE CRITERIA
	resolve disputes as required 10. Confirm licensing contract is accurate, understood by all parties and delivered within agreed timeframe 11. Organise the ***assignment of rights*** in works as required
Administer licensing policy and contracts	12. Ensure all licensing contracts comply with licensing policy and royalty obligations 13. Ensure ***licensing documentation*** is securely stored and readily available for retrieval to facilitate accurate royalty receipts and payments 14. Ensure licensing documentation is regularly monitored and updated

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 markets
  - assess promotional opportunities for listed works
  - monitor industry developments affecting the licensing of music
- literacy skills sufficient to interpret licensing contracts
- numeracy skills sufficient to facilitate accurate royalty payments and records
- communication skills sufficient to negotiate licensing contracts and resolve disputes relating to licensing of listed works
- initiative and enterprise skills in the context of:
  - identifying commercial potential of listed works
  - pitching material to prospective clients
- learning skills sufficient to maintain currency of music licensing knowledge
- planning and organisational skills sufficient toplan effective promotional strategies
- self-management skills sufficient to set priorities to achieve planned outcomes
- teamwork skills sufficient to work constructively with users of listed works and originators of works
- technical skills sufficient to use online copyright licensing software

Required knowledge

- copyright legislation as it relates to licensing, publishing, rights and royalties:

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REQUIRED SKILLS AND KNOWLEDGE

• Copyright Act 1968
• Copyright Amendment (Digital Agenda) Act 2000
• differences between:
  • assignment and licensing of copyright
  • copyright for composition, sound recordings and published editions
  • mechanical, performing and synchronisation rights
• revenue structures in the music industry
• rights and obligations of publishers and originators of works
• role and functions of national and international music industry associations, such as:
  • copyright
  • collection
  • performing/mechanical rights
  • publishing
• routine recordkeeping procedures
• typical features of and terminology used inlicensing contracts

Evidence 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: • administer and negotiate licensing contracts • administer and negotiate assignment of rights contracts • promote listed works to potential clients.
Context of and specific resources for assessment	Assessment must ensure: • access to copyright and licensing legislation, including the Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000 • access to copyright licensing software • access to industry association agreements • access to a list of works that could be licensed

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EVIDENCE GUIDE	
	• 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: • case studies to assess ability to negotiate licensing contracts • direct observation of candidate managing, promoting and negotiating licensing of works • written or oral questioning to assess knowledge of the legal and economic aspects of promoting the used of listed works.
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.	
Strategies may include:	• persuading artists and record companies to record listed works • persuading film and television production companies to commission new works from listed originators or use listed works • promoting listed works to advertising agencies for use in commercials • promoting reputation of listed originators.

Works may include:	• recorded music:
	  • background music
	  • demonstration and audition recordings
	  • digital downloads and mobile phone ringtones

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RANGE STATEMENT	
	• educational recordings • original soundtrack material • premiums • prerecorded and released • production music (library music) • sound samples and sequences • sheet music.
Originators of works may include:	• arrangers • composers • group collaborators • lyricists • performers • writers.
Sources may include:	• industry associations: • Australasian Music Publishers Association (AMPAL) • Australasian Performing Rights Association (APRA) • Australasian Mechanical Copyright Owners Society (AMCOS) • Australian Recording Industry Association (ARIA) • advertising agencies • film and television production companies • record companies • electronic and print media providing: • articles • journals • magazines • news • reviews • subscriptions • industrial relations publications, such as: • bulletins • letters • magazines • newsletters • industry publications, such as: • directories

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RANGE STATEMENT	
	• information sheets • reference books • technical publications • internet • libraries and archives • retail outlets selling recorded music, including audiotapes, CDs, digital downloads, ringtones and vinyl • retail outlets selling sheet music • suppliers of products and services.

Users of publicly performed music may include:	• screen production companies
	• advertising agencies
	• aerobic and fitness classes
	• background music users
	• churches
	• cinemas and film screenings
	• dance clubs, e.g. mobile discos
	• dance schools
	• digital service providers
	• electrical appliance shops
	• function centres and halls
	• jukebox and video jukebox operators
	• live music venues, e.g. clubs and hotels
	• public transport operators
	• radio stations, including:
	  • commercial
	  • community
	  • narrowcast
	• ringtone providers
	• schools
	• shopping centres and malls
	• sporting arenas and stadiums
	• television stations, including:
	  • public
	  • commercial
	  • community
	  • narrowcast
	  • subscription
	• webcasters.

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RANGE STATEMENT	

Terms and conditions may include:	• accounting
	• advances
	• creative control
	• credits
	• duration, e.g. term and retention
	• enforcement of rights
	• exclusive and non-exclusive rights
	• goods and services tax (GST)
	• independent advice
	• jurisdiction
	• notices
	• obligation to exploit
	• overseas income
	• productivity commitment
	• promises and warranties
	• recoupment
	• royalty splits:
	  • public performance/communication
	  • sheet music
	  • synchronisation and covers
	• schedule
	• special negotiations:
	  • distribution of fees for collaborative projects
	  • fees for translators
	  • payment policies for producers, additional writers or accidental co-writers
	  • proportion of fees for music arrangements shared between originator and arranger
	  • whether payment should be a split with the originator on royalty payment as opposed to one-off fee for service
	• termination
	• territory.

Licensing contract may include:	• mechanical • public performance or broadcast • sheet music • sundry • synchronisation • a combination of the above.

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RANGE STATEMENT	
Assignment of rights involves:	• copyright owner or authorised person signing an agreement that transfers or sells one or more rights in the copyright owner's work to another entity • specifying the terms under which the rights are assigned.
Licensing documentation may include:	• broadcast reports • collection agency reporting and return forms • copyright records • distribution files • prescribed notices • sales records and reports.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CUSMGT404A Administer artists' royalty income

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to negotiate and distribute royalty and other income due to artists. 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 of record companies, artist managers and, at times, artists apply the skills and knowledge outlined in this unit. They are responsible for negotiating financial agreements with artists about recording their performances for distribution through a range of physical and digital outlets. These agreements may also include subsidiary products, such as merchandise or the right of third parties to associate their brands with artists. Skills associated with administering royalty income to songwriters and composers for the use of their music are covered in: • CUSMGT402A Administer music publishing income.

Licensing/Regulatory Information

Not applicable.

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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 terms and conditions of agreements with artists	1. Identify ***products*** and ***rights*** to be covered in agreements with ***artists*** 2. Calculate ***income*** in line with contractual arrangements 3. Negotiate and confirm royalties arising from the reproduction of artists' ***recordings*** 4. Ensure royalty negotiations accurately and fairly reflect the commercial stature of artists 5. Discuss, confirm and document ***terms and conditions*** to be included in ***agreements*** with artists 6. Ensure commercial interests of artists and any third parties are balanced and clearly articulated 7. Liaise with personnel responsible for drawing up contracts with artists to ensure that contracts reflect agreed terms and conditions

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ELEMENT	PERFORMANCE CRITERIA
Disperse income and maintain financial records	8. Use relevant software to calculate royalties and income in line with agreements 9. Distribute income to artists in line with agreements 10. Update files systematically to ensure currency and accuracy of records and reporting 11. Ensure that discrepancies in payments or queries are identified, resolved or referred to ***relevant 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 contracts and agreements
- numeracy skills sufficient to calculateroyalty paymentsand apportion income to artists
- communication skills sufficient to negotiate terms and conditions of agreements with artists
- initiative and enterprise skills in the context of negotiating deals that maximise income for all parties to agreements
- learning skills sufficient to maintain currency of knowledge in relation to recording and other deals open to artists
- planning and organisational skills sufficient to:
  - assemble information relevant to artists' agreements
  - keep accurate records of agreements with artists
- problem-solving skills sufficient to address discrepancies in royalty calculations
- self-management skills sufficient to assess and prioritise own workload
- teamwork skills sufficient to build and maintain networks and relationships with artists and clients
- technical skills sufficient to use standard word-processing and accounting software

Required knowledge

- copyright legislation as it relates to licensing, publishing, rights and royalties:
  - Copyright Act 1968
  - Copyright Amendment (Digital Agenda) Act 2000
- revenue structures in the music industry
- types of royalty income due to artists, composers and songwriters

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REQUIRED SKILLS AND KNOWLEDGE

• methods for calculating and distributing income to artists
• rights and obligations of artists, recording companies and third parties in agreements
• role and functions of:
  • industry personnel
  • music retail outlets
  • music publishing companies
  • record companies
  • digital distributors/aggregators
  • national and international music industry associations
• routine bookkeeping and accounting procedures
• typical features, requirements and terminology used incontracts and agreements with artists
• issues and challenges that typically arise in the context of administering artists' income

Evidence 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: • negotiate terms and conditions of financial agreements with artists • calculate, collect and distribute income to artists in line with agreements.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • copyright and licensing legislation, including the Copyright Act 1968 and Copyright Amendment (Digital Agenda) Act 2000
	  • word-processing and accounting software
	  • industry association agreements
	  • artists

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EVIDENCE GUIDE	
	• 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: • case studies to assess the candidate's ability to negotiate terms and conditions of financial agreements with artists • direct observation of candidate calculating, collecting and distributing income to artists • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • problem-solving activities to assess ability to calculateincome and apportion their distribution.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUR402B Negotiate contracts • CUSIND401A Develop specialist expertise in the music industry • CUSMGT401A Manage distribution of music and associated products • CUSMGT402A Administer music publishing income • CUSMGT403A Managelicensing of music • CUSPUR501A Establish and manage recording contracts.

Range Statement

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

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RANGE STATEMENT	
	• physical products, e.g. CDs • digitally distributed • video recordings: • physical products, e.g. DVDs • digitally distributed • merchandise, such as: • T-shirts • posters • stickers • mugs • gimmicky objects.
Rights may include:	• brand association granted to a third party • ownership of copyright in the recording • other.
Artists may include:	• solo performers, such as: • singers • instrumentalists • dancers • circus performers • bands • ensembles.
Income may include:	• royalties derived from audio-only recordings, such as: • physical product sales • digital downloads • background/in-store music • educational recordings • premiums • ringtones • royalties derived from synchronisation rights from the use of sound recordings in audiovisual productions • income from: • public performance of recordings • sale of merchandise • rights licensed or assigned to third parties.
Recordings may include:	• recorded studio performances • recorded live performances

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RANGE STATEMENT	

Terms and conditions may include:	• advances
	• royalty payment schedule
	• royalty splits:
	  • general
	  • synchronisation
	  • public performance
	  • other
	• assignment of copyright
	• creative control
	• duration, e.g. term and retention
	• enforcement of rights
	• goods and services tax (GST)
	• independent advice
	• jurisdiction
	• notices
	• obligation to exploit
	• overseas income
	• productivity commitment
	• promises and warranties
	• recoupment
	• reversion of copyright
	• termination
	• territory.

Agreements may cover:	• recording deals • brand association arrangements • other.
Relevant personnel may include:	• manager • accountant • auditor • artist • artist manager.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CUSMGT502A Manage artists and their careers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the professional and career development of artists. 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 covers the skills and knowledge associated with managing artists' careers. This involves the promotion of artists' learning needs as well as their artistic and career interests. This role would typically be undertaken by an artist manager, but may at times be undertaken by self-employed artists on behalf of a collaborative group. A background in accountancy, marketing or administration is useful since artist managers are responsible for managing budgets, contracts, financial plans and the financial aspects of advertising. Skills associated with marketing and promoting artists are covered in: • CUSMKG501A Manage the promotion of creative acts.

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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 business relationships	1. Discuss, confirm and document ***contractual relationship*** with artists 2. Use effective networking strategies with industry contacts to exploit business opportunities for artists 3. Establish supportive business relationships with artists to ensure sustainable career outcomes 4. Explore new and realistic opportunities with artists to maximise and exploit commercial advantage
Manage career development	5. Discuss and document realistic ***career plans*** with artists, ensuring career aspirations/potential are in line with realistic career goals

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ELEMENT	PERFORMANCE CRITERIA
	6. Ensure that artists' repertoires are commercially viable and in line with realistic opportunities 7. Ensure interests of artists are consistently aligned with agreed artistic and career goals when negotiating commercial opportunities 8. Implement an impartiality clause when representing more than one artist, and ensure each artist is aware of their position within hierarchy of managed artists 9. Assist artists to realise their full artistic potential, and provide objective assessments of artistic success in a manner and timeframe agreed by all parties 10. Ensure negotiated obligations with artists are clearly communicated to all business partners
Manage business relationships	11. Plan and agree on ***communication processes*** to be used in business relationships with artists 12. Provide ongoing, accurate and objective ***copyright advice*** to artists 13. Negotiate, confirm and record a ***financial plan*** with artists, and implement an appropriate system to record and monitor finances 14. Report finances within legislative guidelines and make/accept payments within agreed timeframes
Develop market position of artists	15. Assess style, genre, repertoire and performance standard of artists to clarify market fit and potential 16. Monitor and assess ***attractiveness of artists*** in local, regional, national and/or international markets 17. Collaboratively develop self-image of artists in line with realistic promotional opportunities 18. Negotiate performance opportunities and organise tours within context of ***financial risk analysis parameters*** and artists' commitment timeframes

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 identify market opportunities for artists

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REQUIRED SKILLS AND KNOWLEDGE

- literacy skills sufficient to prepare project proposals and promotional materials
- numeracy skills sufficient to develop structuredfunding plans
- communication skills sufficient to:
  - advise artists on industrial relations, OHS and financial issues
  - advise artists on the commercial feasibility oftheir repertoire
  - maintain comprehensive business networks to promoteartists' careers
  - mentor and counsel artistseffectively, ethically, sensitively and tactfully
  - negotiateperformance and publicity opportunities on behalf of artists
- critical-thinking skills sufficient to:
  - evaluatebusiness deals to determine alignment with own and artists' interests
  - maintain compliance with contractualarrangements
- initiative and enterprise skills sufficient to develop and nurture talent in the interest of artists and the intended market
- learning skills sufficient to evaluate own business skills, identify deficits and use opportunities to address deficits
- planning and organisational skills sufficient to:
  - maintain financial records in compliance with legislative requirements
  - manage people and projects
  - plan promotions and promotional campaigns
  - undertake business and financial planning
- problem-solving skills sufficient to identify and plan for factors affectingcompletion of projecttasks within deadlines
- self-management skills sufficient to:
  - continuously assess own leadership and teamwork skills against the professional and career development of managed artists
  - set priorities to achieve realisable short and long-term goals
- teamwork skills sufficient to work collaboratively with artists
- technical skills sufficient to use industry-current accounting, bookkeeping, financial and/or spreadsheet software

Required knowledge

- accounting, bookkeeping and recordkeeping as they apply to artist management
- career and professional development issuesfacing creative artists
- legislation relevant to performers and artist managers, such as:
  - Copyright Act 1968 as it relates to licensing, publishing, rights and royalties
  - Copyright Amendment (Digital Agenda) Act 2000
  - state-specific legislation where applicable, e.g. NSW Entertainment Industry Act
- markets and revenue structures in the industry
- rights and obligations of creative artists

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REQUIRED SKILLS AND KNOWLEDGE
• role and functions of national and international industry associations, including copyright, licensing and collection agencies • issues and challenges that typically arise in the context of managing artists and their careers • typical features, requirements and terminology used incontractual arrangements

Evidence 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: • effectively mentor artists • manage artists and their careers • negotiate effectively for and with clients • promote artists in current music markets.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate accounting, bookkeeping, financial and/or spreadsheet software • access to appropriate technology to design and develop promotional materials • access to appropriate technology to research the market position of artists • access to artists and their markets • 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 manage artists and their careers • direct observation of candidate promoting artists to target markets and negotiating for and with clients • written or oral questioning to assess knowledge of artist management and mentoring

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EVIDENCE GUIDE	
	• problem-solving activities to assess ability to develop business plans and strategies.
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.	

Contractual relationship may include:	• confidentiality, impartiality and personal limits
	• exclusivity or co-management, and relative status expected in commercial opportunities
	• powers and limitations
	• proportional ownership/allocation of copyright
	• remuneration:
	  • equal share of net profits, e.g. manager as group member (performing/non-performing), business partner or shareholder
	  • commissioned or contracted on non-salaried contingency basis, e.g. management agency
	• individual/collective rights and responsibilities
	• scope:
	  • advertising, promotion and publicity
	  • business management, including:
	  • accounting and banking arrangements
	  • bookkeeping
	  • consultative advice, including:
	  • career
	  • copyright
	  • financial
	  • industrial

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RANGE STATEMENT	
	• OHS • remuneration • procuring and administering contracts, e.g.Â publishing, recording and sponsorship • procuring and administering engagements, e.g.Â bookings, merchandising, performances and tours • term and territory.
Career plans may include:	• current and comprehensive industry contact list • journal of achievements and skill development • creative/artistic inventory • business inventory for the artist • local and regional support networks • proposed artistic and business development goals • proposed career goals, outcomes and pathways • self-assessment of current and required skills, knowledge and personal attributes • self-assessment of life and work values • timeline and action plan for achieving career goals • timeline and action plan for developing necessary skills and industry networks.
Communication processes may include:	• distribution of information to all parties (for confirmation or revision) under regular or contingency circumstances via: • email • facsimile • group briefing/meeting • hand-delivery, e.g. courier or in person • postal • short message service (SMS) • telephone, including landline and mobile.
Copyright advice may include:	• assignment and licensing of copyright • copyright for compositions, sound recordings and published editions • functions of industry associations, including: • Australasian Music Publishers Association (AMPAL) • Australasian Performing Rights Association

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RANGE STATEMENT	
	(APRA) • Australian Copyright Council (ACC) • Australasian Mechanical Copyright Owners Society (AMCOS) • Australian Recording Industry Association (ARIA) • performing, mechanical and synchronisation rights • procedures that need to be undertaken to show proof of ownership of composed work • royalty and intellectual property rights.
Financial plan may include:	• financial administration responsibilities, including: • calculation and payment of commissions • creditors and debtors • insurance • investments • maintenance of bank accounts • payment of expenses, including provision of receipts for all reimbursable expenses • petty cash • superannuation • taxation • wages and other remunerations • maintenance of asset register, e.g. equipment owned by artists.
Attractiveness of artists may include:	• artists' musical culture, image and stage names • characteristics of artists' live and recorded sound • current and predicted popularity, professionalism, status and standard of artists • past, current and predicted collaborations with other artists • popularity of artists' style, genre and repertoire with intended audience demographic • projected personality of artists, e.g. media or stage • recent successes of artists, e.g. broadcast, media, performing or recording.
Financial risk analysis	• balancing expectations and preferences of audience to style and genre of artist

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RANGE STATEMENT	
parameters may include:	• balancing expected revenue against estimated costs • balancing market appeal of artist to intended audience demographic • bases for assumptions regarding sources and amounts of income • strategies for changed income conditions • strategies for managing artist when income expectations are exceeded • strategies for managing artist when income expectations are not met.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CUSMGT503A Develop artists and repertoire

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to find and develop artists and their repertoire. 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 development of artists and their repertoire, which involves finding new talent (artists) and administering the recording of their work (repertoire). This role would typically be undertaken by an artist and repertoire (A&R) manager, representative or scout, in line with company policy for live performance and/or recording projects. Successful A&R managers are able to foresee and capitalise on the commercial potential of new and emerging artists, trends, styles and genres of music.

Licensing/Regulatory Information

Not applicable.

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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**
Monitor new and emerging musical trends	1. Listen critically to a broad range of music to assess commercial potential of new and emerging trends 2. Monitor and assess commercial potential of new and emerging trends via ***information sources*** 3. Develop and maintain strategic relationships with a broad range of known and new ***industry contacts*** 4. Exploit information sources to predict and influence current and future ***music market trends*** and make judgements as to the marketability of new ***artists***
Find and develop new musical talent	5. Analyse, plan and balance artistic and commercial risk in the selection of new artists 6. Assess current audience response to new artists and calculate potential audience response in a variety of performance situations

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ELEMENT	PERFORMANCE CRITERIA
	7. Discuss potential music market trends and product development with artists and artists' managers 8. Assign artists to appropriate producers and ensure recording approach complements artists' repertoire 9. Mentor artists in a supportive manner to optimise their ***artistic and commercial development***
Facilitate agreements with artists	10. Provide ***company*** with realistic view of artists' potential and proposed approach to artistic and commercial development 11. Advise artists about obtaining legal advice with regard to negotiating contracts 12. Monitor the process of drafting agreements between artists and company and facilitate process as required 13. Document agreements, distribute to all parties and ensure negotiations are kept within budget
Monitor progress of artists' agreements	14. Monitor level of income generated from sales of artists' recordings 15. Provide reports to management on commercial viability of artists as required 16. Anticipate any agreements that are likely to lead to a loss for the company and recommend appropriate action

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 identify the commercial potential of current and future music market trends
- literacy skills sufficient to read and interpret a wide variety of music media
- numeracy skills sufficient to ensure negotiated agreements are kept within budget
- communication skills sufficient to:
  - advocate and promoteideas and new talent
  - develop comprehensive industry networks
  - listen critically to and suggest appropriate repertoire for artists
  - mentor and counsel artistseffectively, ethically, patiently and sensitively
- critical-thinking skills sufficient to applyconfidence, insight and foresight in the

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REQUIRED SKILLS AND KNOWLEDGE
evaluation of new and emerging talent • initiative and enterprise skills sufficient to assess the marketability of new and emerging talent • learning skills sufficient to evaluate and improve own negotiation skills • planning and organisational skills sufficient to align and connect artists and producers • problem-solving skills sufficient to identify and resolve issues arising from agreements between artists and the record company • self-management skills sufficient to set priorities and use time-management strategies • teamwork skills sufficient to work collaboratively with artists • technical skills sufficient to access music downloads, websites and blogs
Required knowledge

• appreciation of artists and record producers and their work
• music knowledge, including:
  • genres
  • styles
  • repertoires
  • song structures
• approaches to critical listening
• typical formats and content of agreements between artists and record companies
• copyright legislation as it relates to licensing, publishing, rights and royalties:
  • Copyright Act 1968
  • Copyright Amendment (Digital Agenda) Act 2000
• local, regional, national and international music scenes and trends
• markets and revenue structures in the music industry
• role and functions of national and international music industry associations
• talent development from a management and artistic perspective
• issues and challenges that typically arise in the context of developing artists and repertoire

Evidence 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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • assess the marketability of new artists • develop and promote new artists • network strategically to gain and exploit information on music market trends • facilitate agreements with artists.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate technology to research the commercial potential of music market trends • access to new artists and their markets • access to standard music business documentation • 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: • case studies to assess ability to develop new talent • direct observation of candidate developing artists and their repertoire • written or oral questioning to assess knowledge of current and future music market trends.
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 • CUSMGT502AManage artists and their careers • CUSMKG501A Manage the promotion of creative acts • CUSPUR502A Establish and manage recording contracts • CUSSOU502A Produce sound recordings.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 sources may include:	• current industry personnel and practitioners
	• music charts, including:
	  • internet
	  • radio
	  • television
	• music downloads, websites and blogs
	• music industry associations
	• music media, including:
	  • articles
	  • bulletins
	  • directories
	  • information sheets
	  • journals
	  • magazines
	  • newsletters
	  • reviews
	  • subscriptions
	  • trade papers
	• music productions and events, including:
	  • awards
	  • competitions
	  • conferences
	  • conventions
	  • exhibitions
	  • festivals
	  • functions
	  • performances
	  • trade fairs
	• solicited and unsolicited recordings
	• suppliers of products and services.

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Industry contacts may include:	• artists
	• artists' agencies, including:
	  • booking agents
	  • managers
	  • promoters
	  • tour managers
	• education and training organisations
	• entrepreneurs
	• freelance producers
	• legal counsel and accountants
	• music distributors
	• music industry associations
	• music industry media and journalists
	• music manufacturers
	• music merchandisers
	• music producers
	• music publishers
	• music wholesalers and retailers
	• radio presenters
	• record producers
	• recording engineers
	• studio/venue managers
	• technical crew, including:
	  • front-of-house
	  • lighting
	  • sound
	  • staging
	  • vision systems.

Music market trends may involve:	• growth areas of audience interest and commitment • local, national and overseas trends • specialist niche markets • specific genre or product styles • targeted markets.
Artists may include:	• arrangers • composers • group collaborators • lyricists • performers

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RANGE STATEMENT	
	• songwriters • writers.

Artistic and commercial development may include:	• balancing personal and artistic integrity with commercial reality and reward
	• capacity and willingness to develop, evaluate and continuously update:
	  • artistic talent
	  • collaboration options with other artists
	  • marketable image
	  • performance standards
	  • repertoire
	  • style and genre
	  • technical ability
	• determination and will to succeed.

Company may include:	• promotional • record • touring • digital distribution.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and leadership - management

Co-requisite units

Co-requisite units		

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CUSMKG301A Assist with the promotion of creative acts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with the promotion of creative artists or groups. 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 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

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Contribute to the development of promotional strategies	1. Participate in discussions with ***relevant personnel*** about marketing and promoting ***artists*** as required 2. Contribute ideas about ***activities*** that could be included in promotional ***strategies*** 3. Compile information about the potential of all ***media outlets*** for promoting artists and creative acts 4. Maintain documentation related to promotional strategies as required
Assist with promotional activities	5. Contribute to the ***development and distribution*** of ***promotional material*** to advance profile of artists 6. Monitor and document the results of strategies to test the response of target markets to promotional materials 7. Assist with the organisation of publicity opportunities for artists 8. Maintain a database of ***industry contacts*** and ***sources*** of industry information
Contribute to reviews of promotional strategies	9. Compile data and information on the impact and effectiveness of promotional activities 10. In consultation with relevant personnel prepare ***materials for meetings*** as required 11. Participate in discussions with relevant personnel about

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ELEMENT	PERFORMANCE CRITERIA
	revisions to promotional strategies as required 12. Respond appropriately to constructive feedback on own work performance from relevant personnel

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 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 personneland agencies
  • industry terminology
  • issues and challenges that arise in the context of assisting with the promotion of creative acts
• copyright clearance procedures

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REQUIRED SKILLS AND KNOWLEDGE
• OHS as it relates 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 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.

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Range Statement

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

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RANGE STATEMENT	
	• 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

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RANGE STATEMENT	

	• 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

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RANGE STATEMENT	
	• 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.
Materials for meetings may include:	• agendas • agenda papers • minutes

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RANGE STATEMENT	
	• PowerPoint presentations • photos and other visual material.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

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CUSMKG501A Manage the promotion of creative acts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply high-level communication skills in the context of managing the promotion of creative artists or groups. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Promoters, artist managers and self-employed artists apply the skills and knowledge outlined in this unit. In this entrepreneurial role they are responsible for developing and maintaining an extensive network of industry and media contacts so that all avenues for promoting artists are explored and used.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Develop promotional strategies	1. In collaboration with ***relevant personnel***, match ***aspects*** of ***artists*** and creative acts with potential target markets 2. Undertake appropriate ***risk analysis*** in relation to the promotional viability of artists 3. Identify ***activities*** that could be included in promotional ***strategies*** 4. Investigate the potential of all ***media outlets*** for promoting artists and creative acts 5. Document, discuss and revise promotional strategies as required
Promote creative acts	6. Facilitate the development and distribution of ***promotional material*** to advance profile of artists 7. Ensure promotional materials are developed in line with ***design principles*** that reflect artists' image and meet target market needs 8. Use testing and sampling strategies to determine the response of target markets to promotional materials 9. Create publicity opportunities for artists and ***capture*** them for future use
Develop promotional	10. Continually monitor ***sources*** of information to develop

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ELEMENT	PERFORMANCE CRITERIA
networks	and maintain ***industry knowledge*** 11. Develop and maintain strategic relationships with a broad range of ***industry contacts*** 12. ***Deal*** effectively with the media
Review promotional strategies	13. Assess the impact and effectiveness of promotional activities 14. Analyse costs and timelines to evaluate benefits arising from promotional activities 15. In consultation with relevant personnel revise promotional strategies 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 sufficient to access reliable information on the promotional viability of artists and artistic works
- literacy skills sufficient to read and interpret promotional materials
- numeracy skills sufficient to balance expenditure of promotional services and materials against allocated budgets
- communication skills sufficient to:
  - gather and exploit strategic advice from industry contacts
  - apply active listening, questioning and non-verbal communication techniques in day-to-day dealings with people
- critical-thinking skills sufficient to:
  - test and compare different media options for promotional activities
  - undertake a risk analysis into the promotional viability of artists
- initiative and enterprise skills sufficient to adjust artistic image in line with feedback
- planning and organisational skills sufficient to create, use and exploit media opportunities to promote artists
- problem-solving skills sufficient to manage contingencies in promotional activities
- self-management skills sufficient to:
  - set priorities and apply time-management strategies
  - work within established budgets and timeframes
- teamwork skills sufficient to work constructively with others

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REQUIRED SKILLS AND KNOWLEDGE
• technical skills sufficient to use the internet to access information
Required knowledge

• new and emerging trends in relevant industry sector
• planning processes for organising promotional activities
• relevant legislation, regulations and codes of practice, including:
  • advertising, sales and promotion
  • accuracyand clarity of information
  • anti-discrimination, equal employment opportunity and affirmative action
  • copyright and intellectual property
  • ethical standards, privacy and confidentiality
  • OHS
• role and functions of:
  • industry personnel
  • agencies servicing the industry
  • national and international industry associations
• issues and challenges that typically arise in the context of managing the promotion of creative acts

Evidence 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 promotional strategies for an artist or creative act • promote the artist or creative act in line with promotional strategies • develop and maintain a network of contacts for promotional purposes.
Context of and specific resources for assessment	Assessment must ensure: • access to an environment where promotional activities can be actively and safely facilitated

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EVIDENCE GUIDE	
	• access to artists and industry contacts • 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: • case studies to assess candidate's ability to communicate effectively within a range of promotional situations • direct observation of candidate promoting creative acts • written or oral questioning to assess knowledge of testing and sampling strategies • problem-solving activities to assess ability to manage contingencies in promotional activities.
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.	

Relevant personnel may include:	• artists and performers
	• artist managers
	• publishers
	• advertising agencies
	• public relations companies
	• media personnel, such as:
	  • broadcasters
	  • critics
	  • journalists
	• digital distributors/aggregators.

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RANGE STATEMENT	

Aspects of creative acts may include:	• artists' culture, image and stage name
	• artwork associated with performances and recordings
	• characteristics of artists' live and recorded sound
	• current and predicted popularity, professionalism, status and standard of artists
	• past, current and predicted collaborations with other artists
	• popularity of artists' style, genre and repertoire with intended audience demographic, including:
	  • age
	  • artistic preferences
	  • competing interests
	  • cultural affiliations
	  • disposable income
	  • loyalty
	  • predicted spending patterns
	• projected personality of artists, e.g. media or stage
	• recent successes of artists, including:
	  • radio
	  • television
	  • online
	  • live performances
	  • recordings.

Artists may include:	• arrangers
	• composers
	• songwriters
	• performers:
	  • musicians
	  • singers
	  • dancers
	  • actors
	  • circus performers
	• writers
	• visual artists
	• craftspeople
	• designers.

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RANGE STATEMENT	
Risk analysis may involve:	• balancing artistic returns with promotional costs • balancing average bar tab per head of audience from recent performances with anticipated audience numbers for future performances • balancing expectations and preferences of audience to style, genre and repertoire of artist • balancing market appeal of artist with anticipated audience loyalty • balancing ticket prices with predicted spending patterns of intended audience demographic • mitigating non-attendance of audience, artists and/or promotional staff.

Activities may include:	• advertisements
	• attention-seeking gimmicks
	• competitions
	• industry functions
	• internet broadcasts
	• live performances:
	  • 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:
	  • artists' own websites
	  • social networking sites
	  • digital distribution agents
	• radio
	• television.

Media outlets may include:	• print • television • radio • internet:

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RANGE STATEMENT	
	• artists' websites • broadcast email lists • YouTube • Facebook • MySpace • blogs • digital communication devices, e.g. mobile phones.
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.
Design principles may include:	• accuracy • brevity

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RANGE STATEMENT	

	• conciseness
	• amusing
	• attractive and well presented
	• clearly reflective of genre and musical culture of artist
	• convincing
	• creative
	• easy to read
	• media readiness, such as:
	  • clarity of photographs
	  • quality of recordings
	  • resolution of digital images
	• visually interesting.

Capturing publicity opportunities may include:	• filming • audio recording • photographing.

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

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RANGE STATEMENT	
	• conferences • conventions • exhibitions • festivals • functions • performances • trade fairs • suppliers of products and services.
Industry knowledge may relate to:	• business trends: • 360 degree business model • all rights under one deal • passive rights deal • distributed patronage • new and emerging distribution systems • new forms of marketing, branding and product placement • alliances with allied technologies and businesses • revenue structures • opportunities for increased airplay of music through: • digital radio • digital television • mobile phones • internet • advances in software applications • new terminology • social, political and environmental developments • changing nature of work, including: • occupations that are disappearing and how they are being replaced • changes to the mix of skills and knowledge required in different areas of the industry.
Industry contacts may include:	• artist and repertoire (A&R) managers • artist managers • artists • booking agents • education and training organisations

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RANGE STATEMENT	

	• entrepreneurs
	• legal counsel and accountants
	• digital distributors/aggregators
	• 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.

Dealing effectively with the media may involve:	• ensuring that the message conveyed in media interviews promotes the artists' image
	• maximising media opportunities for artists
	• techniques for responding to and prompting different types of questions, such as:
	  • clarifying
	  • basic questions of the 'what', 'who', 'where', 'why' and 'how' variety
	  • closed or open-ended
	  • hypothetical
	  • leading.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Business development - marketing

Co-requisite units

Co-requisite units		

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CUSMLT201A Develop and apply musical ideas and listening skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop music knowledge by listening and responding to music. 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 entering the music industry who need to engage with, reflect on and make informed judgements about music. It has application to potential composers, musicians, performers and sound technicians. This work is undertaken under close supervision and guidance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 and differentiate a range of musical styles	1. Actively listen to a range of recorded and live music performances in selected ***musical styles*** and discuss with ***appropriate people*** 2. Compare a range of musical styles using appropriate listening skills, musical terminology and ***information sources*** 3. Identify the repertoire of a range of musical styles using appropriate information sources and discuss with appropriate people
Develop musical ideas	4. Listen to and identify musical ideas in a range of musical styles 5. Seek information on the ***context*** of musical ideas in one or more musical styles using appropriate information sources 6. Identify and develop own musical ideas and discuss with appropriate people 7. Apply musical ideas to own developing area of music

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ELEMENT	PERFORMANCE CRITERIA
	practice and share with appropriate people
Update and maintain music knowledge	8. Identify and use a range of opportunities to develop ***music knowledge***, ideas and listening skills 9. Maintain currency of own music knowledge using appropriate information sources 10. Check the credibility and reliability of information sources with appropriate people 11. Apply music knowledge to day-to-day activities to enhance quality of work performance

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 share information with colleagues and peers
- research skills sufficient to locate and use relevant sources of information
- literacy skills sufficient to read and understand relevant sources of information
- planning and organisational skills sufficient to update, maintain and store information
- technology skills sufficient to access/download information

Required knowledge

- basic understanding of:
  - analytical and critical-listening skills
  - instruments used within selected musical styles
  - music history and terminology in selected musical styles
  - musical ideas expressed in selected musical styles
  - music structures, styles and forms
  - relationships between composers, performers, producers, recording engineers, critics and audiences in selected musical styles
  - technology used to produce and enhance music
  - work/background of successful composers, performers and producers in selected musical styles

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Evidence 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 information on, and ideas about, musical styles to day-to-day work activities • check credibility and reliability of information • maintain currency of information • source information on musical styles.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current information sources, including recorded music in a range of styles and genres • access to an environment where live music in a range of styles and genres can be actively and safely experienced • access to an environment where musical ideas can be safely expressed • access to appropriate technology to collect, download and store information • 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: • case studies to assess ability to apply collected information to day-to-day work activities • direct observation of the candidate expressing own musical ideas • direct observation of the candidate listening to and distinguishing selected musical styles and ideas • written or oral questioning to assess knowledge of selected musical styles.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Musical styles may include:	• classical/concert • contemporary/art • ethnic/traditional • folk • indigenous • jazz • music theatre • popular/commercial • rock • world.
Appropriate people may include:	• agents and artist managers • artists, composers, musicians and performers • colleagues and peers • copyright and legal representatives • current industry practitioners • employee association and union representatives • industry and industry association representatives • information professionals • legal representatives • mentors • musical directors • professionals from allied areas • record producers • sound technicians.

Information sources may include:	• attending music events, such as:
	  • conferences
	  • conventions
	  • festivals
	  • functions

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RANGE STATEMENT	
	• performances • trade fairs • chord charts, play lists and sheet music • discussions with current industry practitioners • educational activities, such as: • master classes • seminars • symposiums • training programs • workshops • electronic and print media, such as: • articles • journals • magazines • news • reviews • subscriptions • government departments and publications • industry associations and organisations • industry publications, such as: • information sheets • reference books • technical publications • manuals • internet • libraries and archives, including text, film, video, sound, graphic and media • musical competitions and awards • peak copyright organisations • personal observations and experience.
Context may include:	• biographical information, such as: • composers • musicians • performers • record producers • sound technicians • cultural • economic • historical

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RANGE STATEMENT	
	• political • social • theoretical.
Music knowledge may include:	• acoustic and electronic protocols • chord patterns and keys • chord and melodic formulae • dynamics and volume • instrumental and/or vocal styles • instruments and tuning • music conventions • music history • music marketability, e.g. commercial feasibility • musical notation • music structures, styles and forms • musical terminology • performance styles and customs • repertoire and instrument knowledge • scales, melody and themes • simple music analyses • solo and ensemble protocols • texture and tone colours.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units	

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Co-requisite units		

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CUSMLT202A Apply knowledge of music culture to music making

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore aspects of music culture in Australian society and apply the information obtained to own music making. 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 entering the music industry who need to collect, apply and update general information relevant to a selected musical style in Australian society. The skills and knowledge outlined in this unit can be applied in any music-making context since they relate to identifying positive values in a selected musical style, as well as the repertoire, challenges and technology relevant to that style. This work is undertaken under close supervision and guidance.

Licensing/Regulatory Information

Not applicable.

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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**
Apply information on the contexts of musical styles	1. Seek information on the ***context*** of one or more ***musical styles*** using appropriate ***information sources*** 2. Identify positive ***values*** in one or more musical styles using appropriate information sources 3. Check the credibility and reliability of information sources with ***appropriate people*** 4. Comply with copyright and cultural requirements when accessing information 5. Apply information on musical styles to own music making
Maintain currency of own knowledge of music culture in Australian	6. Identify the repertoire of one or more musical styles in Australian society 7. Seek information on the use of ***technology*** in one or

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ELEMENT	PERFORMANCE CRITERIA
society	more musical styles in Australian society 8. Identify the ***challenges*** faced by musicians working in one or more musical styles in Australian society 9. Seek information on the way in which one or more musical styles is/are portrayed in the media 10. Seek information on further training and educational opportunities in one or more musical styles in Australian society
Update and maintain information sources	11. Update information sources on a regular basis 12. Monitor changes in the use of technology 13. Store information in an easily accessible format 14. Share information with colleagues and peers 15. Apply information on music culture to own music making

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 share information with colleagues and peers
- research skills sufficient to locate and use relevant sources of information
- literacy skills sufficient to read and understand relevant sources of information
- planning and organisational skills sufficient to update, maintain and store information
- technology skills sufficient to access and download information from the internet

Required knowledge

- basic understanding of:
  - relationships between composers, performers, producers, recording artists, songwriters, recording engineers, critics and audiences
  - social, cultural, historical and economic significance of a selected musical style in Australian society
  - technology used for producing and enhancing music in a selected musical style in Australian society
  - ways in which music is part of the culture of Australian society

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Evidence 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: • source information on musical styles and culture • apply information to day-to-day work activities, including own music making • check credibility and reliability of information • maintain currency of information.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current information sources • access to appropriate technology to collect, download and store information • 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: • case studies to assess ability to apply collected information to day-to-day work activities • direct observation of the candidate collecting and organising information on a selected musical style.
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

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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.	
Context may include:	• cultural significance • economic significance • historical significance • social significance.
Musical styles may include:	• classical/concert • contemporary/art • ethnic/traditional • folk • indigenous • jazz • popular/commercial • rock • world.
Information sources may include:	• archives • community organisations • discussions with current industry practitioners • government departments • industry associations and organisations • industry journals • internet • libraries • media archives • print and electronic media • museums and galleries • organisational policies and procedures • personal observations and experience • professional organisations • reference books • technical publications and manuals.
Values may include:	• communicating cultural heritage and social change • encouraging and engaging creative thought and action • enhancing physical and mental states • enhancing relaxation and leisure time • improving concentration

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RANGE STATEMENT	
	• arousing patriotism and nostalgia.
Appropriate people may include:	• agents, artists' managers and industry managers • content experts • copyright representatives • current industry practitioners • employee association and union representatives • industry and industry association representatives • information professionals, e.g. libraries and museums • legal representatives.

Technology may include:	• camera and projection equipment
	• computer technology
	• music production software and hardware
	• musical equipment and instruments
	• sound-editing software and hardware
	• sound-recording software and hardware
	• sound reinforcement equipment, such as:
	  • microphones
	  • amplifiers
	  • speakers
	  • mixers
	  • consoles
	  • cabling
	• sound transmission and the internet
	• video editing software and hardware.

Challenges may include:	• audience perceptions and expectations
	• changing nature of the marketplace, including marketing and production of products and services
	• communicating with industry practitioners
	• feasibility and success in commercial markets
	• impact of the media:
	  • perceptions and expectations of music journalists
	  • positive and negative bias in media reports
	  • shaping and reflecting contemporary culture
	  • treatment of cultural values in media reports.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units		

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CUSMLT301A Apply knowledge of genre to music making

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply knowledge of music styles to music industry work and learning. 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 preparing to enter the music industry. They may be intending to work in areas as diverse as music performance, music promotion, sound recording, live sound production, marketing or management.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Maintain and develop music knowledge	1. Monitor relevant ***sources of industry information*** based on areas of interest, work and learning 2. In consultation with ***appropriate personnel***, develop strategies to review and maintain knowledge of selected musical styles, artists and repertoire 3. Analyse music for its artistic and commercial qualities and features 4. Develop the capacity to analyse music artists, repertoire and trends through discussion of music performances
Use listening skills to analyse music	5. In consultation with appropriate personnel, determine relevant ***music areas*** for development of ***critical-listening*** skills 6. Apply critical-listening skills to live and recorded music within identified music industry contexts 7. Listen critically to identified artists and repertoire and measure actual performance against artistic and/or commercial standards and potential 8. Listen to, analyse and evaluate the contribution of technical and sound production to the success of live and recorded music products
Maintain understanding of relevant musical genres and styles	9. Identify and use sources of information relating to selected musical genres and styles 10. Research contemporary and/or historical artists and repertoire to inform own work and learning 11. Use knowledge of styles, artists and repertoire to contribute to own musical development 12. Apply ***music knowledge*** to own music practice

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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:
  - read and understand relevant sources of information
  - communicate effectively with artists, technicians and others in the music industry
  - match repertoire with target, potential or existing audiences
- listening skills in the context of:
  - recognising conventions of intonation, dynamics, phrasing, rhythm and expression in identified musical styles
  - listening critically to music
- planning and organisational skills sufficient to:
  - set work goals
  - gather information onmusicalstyles and genres
- self-management skills sufficient to:
  - work to personal goals
  - seek expert assistance when problems arise
- learning skills in the context of developing knowledge of musical styles and genres
- initiative and enterprise skills in the context of using critical-listening skills to make informed judgements about music

Required knowledge

- industry knowledge, including:
  - processes of music production and presentation
  - appropriate musical terminology
  - work of successful musicians, musical directors and/or record producers in identified musical styles or genres
  - music history in identified areas of practice, styles or genres
  - cultural protocols appropriate to identified musical styles and genres
- music craft:
  - genres and their conventions in performance
  - basic awareness of chords and scales, forms, textures or other elements of musical organisation relevant to identified styles

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Evidence 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: • maintain and apply current music knowledge to own work and learning • develop analytical, reflective and communication skills • differentiate music styles and genres • apply critical-listening skills.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of current music industry information • access to a range of music for the development and application of critical-listening skills • 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: • written or oral questioning on plans for developing music knowledge • oral/aural test in the nominated area of specialisation • authenticated samples of relevant work achievements • authenticated details of achievement in relevant courses or training sessions • case studies and scenarios as a basis for discussion of the application of music analysis and knowledge to a variety of work contexts • written or oral questioning or interview 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: • CUSMLT302A Develop and apply aural-perception

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EVIDENCE GUIDE	
	skills • CUSMPF301A Develop technical skills in performance.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 industry information may include:	• music performances and recordings
	• music collectives
	• funding bodies
	• music performance venues
	• community organisations
	• friends, family, work colleagues and peers
	• industry practitioners
	• online databases
	• media archives
	• printed references and texts, e.g. books and journals
	• other media sources, such as:
	  • radio
	  • television
	  • DVDs
	  • videos
	  • educational institutions
	  • libraries.

Appropriate personnel may be:	• teachers • mentors • arrangers • composers • music editors • musicians • bandleaders

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RANGE STATEMENT	
	• music conductors • choir leaders.
Music areas may include:	• any contemporary popular musical style or genre • European classical music forms • jazz • world music • country music • folk music forms.
Critical listening may be applied to:	• instruments and their combinations • keys, scales and chords in tonal or other relevant music systems • instrument tuning • aural imagination or music innovation • music systems and practices • excellence in music products or events • commercial potential and feasibility of artists, repertoire and music products • impact of music technologies for live and recorded sound production.
Music knowledge may involve knowledge of:	• artists • styles and genres • repertoire • instruments • music history • performance styles and customs • musical forms, systems, practices and customs • music conventions in identified styles • basic chord and melodic formulae • sound production and other music technologies.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units	

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CUSMLT302A Develop and apply aural-perception skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to aurally recognise simple structures and components of music and to discuss these with peers and other industry personnel. 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 preparing to enter the music industry as musicians, songwriters, composers or arrangers, apply the skills and knowledge outlined in this unit. Basic musicianship skills can be applied in a range of contexts, for example, transcribing live or recorded music and assisting with the preparation of charts and other forms of notated music. The application of more complex aural-perception skills is covered in: • CUSMLT501A Refine aural-perception skills.

Licensing/Regulatory Information

Not applicable.

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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 areas for aural skill development	1. In consultation with ***appropriate personnel***, plan development of aural-perception skills 2. Investigate the ***uses*** of aural-perception and recognition skills 3. Establish the rhythmic, melodic and harmonic ***music structures*** for recognition 4. Nominate ***music genres and styles*** within which the structures are located
Develop methods for the aural recognition of music	5. Examine ***conventions of language and terminology*** connected to relevant music structures 6. Investigate ways of hearing music as well as listening for and naming relevant music structures 7. Investigate ***music-writing conventions*** connected with aural skill development 8. Explore rhythmic, melodic and harmonic structures connected with aural skill development

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ELEMENT	PERFORMANCE CRITERIA
Practise aural recognition of music	9. Identify aural-recognition requirements through discussion with appropriate personnel 10. Practise and develop the aural recognition of music structures 11. Adhere to conventions of language and terminology
Evaluate progress with the development of aural skills	12. Seek feedback on skill development from appropriate personnel 13. Identify personal strengths and weaknesses as a means of improving own work 14. Evaluate overall effectiveness of learning methods in the development of aural-perception skills.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- listening skills in the context of recognising how intervals, chords, scales and chord progressions are used in music to achieve unity and variety
- communication skills sufficient to:
  - read and understand relevant sources of information
  - discuss music in adherence to music conventions
  - seek and respond to feedback on own skill development
- initiative and enterprise skills in the context of recognising music structures and interpreting musical elements
- problem-solving skills sufficient to:
  - troubleshoot difficulties connected with the aural recognition of music
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - work to set goals
  - gather information onmusicalstyles,elementsandforms/structures
- self-management skills sufficient to:
  - work to personal goals
  - seek expert assistance when problems arise
- learning skills sufficient to aurally recognise music structures accurately
- technical skills sufficient to accurately analyse:

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REQUIRED SKILLS AND KNOWLEDGE
• scales • chord sequences and music systems • rhythms • time signatures • beat patterns of musical organisation relevant to specialisation
Required knowledge

• musicianship, including:
  • repertoire relevant to chosen musical specialisation
  • musical protocols and customs for listening to music relevant to chosen music specialisation
  • awareness of genres and styles, and their musical forms and conventions
  • aural recognition and interpretation of chords, scales, melodies, forms, textures or other conventions in music

Evidence 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: • hear and recognise simple music structures accurately • adhere to the conventions of music language and terminology within selected styles.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of recorded or performed music for investigation and skill development • 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 or video recording of the candidate's ability to aurally recognise simple music

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EVIDENCE GUIDE	
	structures • written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit and to assess the development of aural-perception skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP301ACompose simple songs or musical pieces • CUSMCP401A Develop techniques for arranging music • CUSMCP402A Develop techniques for composing music • CUSMLT303A Notate music • CUSMPF410A Perform music from written notation.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
Uses of aural-recognition and perception skills may include:	• ability to identify and discuss music components with peers and other industry personnel

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RANGE STATEMENT	
	• capacity to transcribe live or recorded music • appreciation of music subtleties and complexities • development of overall musicianship • assisting in the preparation of charts and other forms of notated music • access to new forms of music.
Music structures may include:	• key signatures • harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2 • note pitch • note duration • accidentals • chords and chord progressions.
Music genres and styles may include:	• classical • jazz • popular music • church • folk • world.
Conventions of language and terminology may relate to:	• key signatures • harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2 • note pitch • note duration • accidentals • chords and chord progressions • bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • popular music forms

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RANGE STATEMENT	
	• jazz forms • classical forms.
Music-writing conventions may include:	• manuscript layout • methods of notation • rehearsal figures • bar lines • ownership and copyright information.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units	

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CUSMLT303A Notate music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to set down music in a notated form. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Emerging composers, copyists, arrangers, conductors, performers, musicians, music producers, music editors and publishers apply the skills and knowledge described in this unit. Traditionally notation was done by hand, but now a range of computer-based music notation applications can be used for the task. More complex skills in this area are covered in: • CUSMLT401A Notate music for performance • CUSMPF410A Perform music from written notation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 notated music for analysis	1. Investigate the uses of notated music forms 2. Establish a ***primary style*** for analysis 3. Select suitable repertoire for analysis
Deconstruct music conventions	4. Explore ***rhythmic***, ***melodic and harmonic structures*** within the selected style 5. Examine conventions of ***form and music structures*** 6. Investigate the application of ***dynamics and expression marks*** 7. Investigate ***music-writing conventions***
Notate music extracts	8. Identify notation requirements through discussion with ***appropriate personnel*** 9. Notate music in required ***format*** 10. Adhere to music-writing conventions 11. Complete all work within agreed timeframes
Review effectiveness of music writing	12. Seek feedback on developed work from appropriate personnel 13. Identify personal strengths and weaknesses as a means of improving own work 14. Evaluate overall effectiveness of developed notated music extracts

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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:
  - read and understand relevant sources of information
  - set down music in a required format
  - seek and respond positively to constructive feedback on work in progress
- initiative and enterprise skills in the context of interpreting music structures
- problem-solving skills sufficient to:
  - troubleshoot music notation problems
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - set work goals
  - gather information onmusicalstyles,elementsandforms/structures
  - work to deadlines
- self-management skills sufficient to:
  - work to personal goals
  - seek expert assistance when problems arise
- learning skills sufficient to notate music accurately
- technical skills sufficient to:
  - apply knowledge of musical forms in the selected specialisation to written music
  - interpret musical elements to provide appropriate musical outcomes in performance
  - accurately analyse scales, chord sequences and music systems, rhythms, time signatures, and beat patterns of musical organisation relevant to specialisation

Required knowledge

- sound understanding of musicianship issues, including:
  - repertoire relevant to chosen musical specialisation
  - musical protocols and customs for notating music relevant to chosen music specialisation
  - song-writing techniques
  - genres and styles, and their musical forms and conventions in written notation
  - interpretation of chords, scales, melodies, forms, textures or other conventions

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REQUIRED SKILLS AND KNOWLEDGE
found within music notation

Evidence 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: • notate music accurately • adhere to the conventions of music notation within the selected style.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of notated music for investigation • access to industry-current software and hardware for setting down music relevant to thecandidate's selectedmusical styles • 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: • direct observation or video recording of the candidate's ability to notate music • written or oral questioning or interview 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: • CUSMCP301A Compose simple songs or musical pieces • CUSMCP401A Develop techniques for arranging

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EVIDENCE GUIDE	
	music • CUSMCP402A Develop techniques for composing music • CUSMPF410A Perform music from written notation.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Primary style may include:	• classical • jazz • popular music • church • folk • world.
Rhythmic, melodic and harmonic structures may include:	• key signatures • harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2 • note pitch • note duration • accidentals • chords, where appropriate.
Form and music structures may include:	• bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • popular music forms

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RANGE STATEMENT	
	• jazz forms • classical forms.
Dynamics and expression marks may include:	• tempo • volume • accents • phrasing • articulation • special effects.
Music-writing conventions may include:	• manuscript layout • rehearsal figures • bar lines • ownership and copyright information.
Appropriate personnel may include:	• teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
Format may be:	• computer-based • paper-based.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

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Co-requisite units

Co-requisite units	

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CUSMLT401A Notate music for performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and refine notated music for 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	Music copyists, composers, arrangers, conductors, performers, producers, editors and publishers apply the skills and knowledge described in this unit. Music copyists in particular are responsible for notating and editing music to the standard required by musicians and vocalists during performances. A thorough grounding in the conventions and techniques of music notation is required, along with the ability to liaise on a professional level with performers. This unit builds on the skills covered in: • CUSMLT303A Notate music.

Licensing/Regulatory Information

Not applicable.

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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
Analyse music notation	1. In consultation with ***appropriate personnel***, confirm ***music style*** that needs to be analysed and notated 2. Analyse examples of notated music in the selected music style 3. Confirm purpose, structure and instrumentation of musical pieces 4. Identify appropriate ***musical elements and forms/structures*** to suit the purpose of the songs or musical pieces 5. Anticipate problems that might arise during the process of notating music, and plan accordingly
Develop music notation	6. Write ***rhythmic***, ***melodic and harmonic structures*** 7. Ensure appropriate use of form and music structures 8. Apply the use of ***dynamics and expression marks*** 9. Notate music within the required stylistic conventions
Present written music for	10. Prepare final manuscript in a suitable ***format*** for

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ELEMENT	PERFORMANCE CRITERIA
performance	performers 11. Provide performers with music for reading purposes 12. Seek feedback on notation from performers and adjust as required 13. Complete all work within agreed timeframes
Review effectiveness of music writing	14. Seek feedback from appropriate personnel on the process used to analyse and notate music 15. Identify personal strengths and weaknesses as a means of improving own work 16. Evaluate overall effectiveness of notated music and its use in performance

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:
  - read and understand relevant sources of information
  - set down music in a required format
  - work collaboratively with performers and other personnel
  - negotiate changes to notation and final manuscripts in a cooperative fashion
- initiative and enterprise skills in the context of interpreting music structures and elements to enhance musical outcomes in performance
- problem-solving skills sufficient to:
  - troubleshoot music notation problems
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - set work goals
  - gather information onmusicalstyles,elementsandforms/structures
  - produce final notated music by agreed deadlines
- self-management skills sufficient to:
  - work to personal goals
  - seek expert assistance when problems arise
- learning skills sufficient to notate music accurately
- technical skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE
• apply knowledge of musical forms in the selected specialisation to written music • accurately analyse scales, chord sequences and music systems, rhythms, time signatures, and beat patterns of musical organisation • use music notation software applications
Required knowledge

• well-developed understanding of musicianship issues, including:
  • repertoire relevant to chosen musical specialisation
  • performers' requirements in relation to notation of music
  • musical protocols and customs for notating and editing notation of music relevant to chosen music specialisation
  • song-writing techniques
  • genres and styles, and their musical forms and conventions in written notation
  • interpretation of chords, scales, melodies, forms, textures or other conventions found within music notation
  • options for using computer applications to notate music
• issues and challenges that typically arise in the context of notating music for 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 ability to: • notate music accurately • adhere to the conventions of music notation within the selected style • produce notated music that meets performance requirements • work cooperatively with performers.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of notated music for analysis

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EVIDENCE GUIDE	
	• access to performers • access to industry-current software and hardware for setting down music relevant to thecandidate's selectedmusical styles • 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: • direct observation or video recording of the candidate notating music • authenticated samples of notated music with candidate's self-evaluation • written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit • case studies as a basis for discussion of issues and challenges that arise in the context of notating music for performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP301ACompose simple songs or musical pieces • CUSMCP401A Develop techniques for arranging music • CUSMCP402A Develop techniques for composing music • CUSMPF410A Perform music from written notation.

Range Statement

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

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RANGE STATEMENT	
regional contexts) may also be included.	
Appropriate personnel may be:	• teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
Music styles may be:	• classical • jazz • popular music • church • folk • world.
Musical elements and forms/structures may be:	• bar lines • repeats • signs • coda • ties • rests • phrases • ornaments • popular music forms • jazz forms • classical forms.
Rhythmic, melodic and harmonic structures may be:	• key signatures • harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2 • note pitch • note duration • accidentals • chords, where appropriate.
Dynamics and expression marks may be:	• tempo • volume • accents

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RANGE STATEMENT	
	• phrasing • articulation • special effects.
Format may be:	• computer-based • paper-based.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units	

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CUSMLT402A Articulate ideas about music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the aesthetic, technical and expressive characteristics of music. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Working musicians, music writers, music performance curators, and festival and concert programmers apply the skills and knowledge outlined in this unit. At this level they require a sound awareness of aesthetics in music as they continue to develop an artistic sensibility in their professional practice. A deep appreciation of music is essential, along with skills in aural discrimination and artistic judgement. More advanced music-appreciation skills are covered in: • CUSMLT601A Analyse music.

Licensing/Regulatory Information

Not applicable.

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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 scope of music exploration	1. Discuss with ***appropriate personnel*** the ***purpose and scope*** of the music study 2. Identify appropriate ***methodologies*** for exploring and understanding the aesthetic, technical and expressive aspects of music 3. Identify musical styles, genres or pieces to be examined 4. Clarify timelines for completion of study and factors that may impact on it
Identify aesthetic and expressive elements of music	5. Assess ***musical examples*** to determine the overall style and character of the music 6. Investigate ***musical elements*** for their expressive, aesthetic and technical qualities 7. Identify a sufficient range of musical elements to ensure

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ELEMENT	PERFORMANCE CRITERIA
	that the analysis is accurate and comprehensive 8. Discuss aspects of work with peers and incorporate different perspectives or ideas about music as appropriate
Convey ideas about music	9. Apply knowledge of the aesthetic, technical and expressive characteristics of music and related ***music vocabulary*** in an appropriate way 10. Ensure that the aspects of musical examples are described to the required style and standard 11. Compile and clearly articulate ideas about music in the required format within agreed timelines and in a manner suited to the ***target audience*** 12. Seek feedback on developed music perspectives from appropriate personnel and adjust conclusions as required 13. Evaluate the processes followed for exploring and understanding ideas about music 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 and literacy skills sufficient to:
  - interpret and clarify written and verbal instructions
  - discuss music and musical ideas with peers
  - respond positively to constructive feedback
  - articulate ideas about music accurately and appropriately using appropriate conventions of music writing and nomenclature
  - read music
  - use language appropriate to the intended audience
- analytical skills sufficient to:
  - retrieve and use appropriate resources to develop analysis
  - focus study on appropriate musical elements within compositions and performances
- initiative and enterprise skills in the context of empathising with the creative work of composers and performers

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REQUIRED SKILLS AND KNOWLEDGE

• self-management and planning skills sufficient to:
  • prioritise work tasks
  • source information and reference material in a timely fashion
  • meet deadlines
  • seek expert assistance when problems arise

Required knowledge

• well-developed understanding of music-related issues, including:
  • styles and genres, and musical forms and conventions relevant to music exploration
  • music notation
  • techniques for discriminating music aurally to analyse music
  • repertoire relevant to chosen musical styles and genres
  • musical and cultural protocols
  • musical form and performance conventions
  • cultural circumstances of music performance and consumption
  • elements of musical organisation in relation to content of written work
  • technical processes and demands of composition and/or music performances
• issues and challenges that arise when developing an understanding of music
• written, aural-presentation and communication techniques for the relevant medium

Evidence 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 sound understanding of the aesthetic, technical and expressive characteristics of music • apply analytical, reflective, critical-listening and communication skills in the context of exploring and articulating ideas about music • present the findings of a study of musical examples in an appropriate way.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to printed scores or recorded performances as required by the specialisation to be assessed • 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: • evaluation of musical studies completed by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of exploring and understanding music for a range of purposes • authenticated details of relevant commercial or other examples of musical analysis.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMLT403A Analyse functional harmony • CUSIND501A Apply music knowledge and artistic judgement • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSWRT501A Write about music.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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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RANGE STATEMENT	
Appropriate personnel may include:	• authors • composers • artists and performers • broadcasters • editors • writers • graphic designers • program or event managers • sound-production or recording personnel • record companies • directors • producers • programmers • academic supervisors • production managers • music promoters, agents and marketers.

Purpose and scope may include:	• analysis to determine the music's:
	  • aesthetic qualities
	  • technical qualities
	  • expressive qualities
	  • capacity for aesthetic and/or literal communication
	  • creative and innovative qualities
	  • expression of new ideas
	  • capacity to reflect value systems
	  • capacity for the aural transmission of knowledge and wisdom
	• research for:
	  • performance
	  • improvisation
	  • academic purposes
	  • written articles, program notes, criticism or marketing
	  • educational purposes and materials
	• performance commentary
	• written or electronic media programs, presentations or live events.

Methodologies may include:	• reflective listening • studying music notation examples, including

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RANGE STATEMENT	
	specific scores and texts • performance analysis • studying the representation of music as symbols • transcribing and analysing musical examples • investigating the use of conventions of notation and music nomenclature • debating ideas • reviewing and incorporating ideas from relevant literature and methodologies • cross-referencing compositional and performance examples.

Musical examples may include:	• music pieces
	• scores or charts
	• compositions and improvisations
	• recordings
	• other written examples and/or performances
	• styles and genres, such as:
	  • folk and traditional music forms, including European classical or traditional music of any other cultures
	  • all contemporary popular musical styles
	  • jazz
	  • world
	  • country.

Musical elements may include:	• acoustics • aesthetic qualities • articulation • beat • cultural context • dynamics • expression • form/structure • genre • harmony/chords • instrumentation • interpretation • melody • notation • nuance

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RANGE STATEMENT	
	• ornamentation • phrasing • pitch • relationship to text • rhythm • scales • sound production • style • tempo • texture • timbre/tone colour • time signatures • tonality.

Music vocabulary may relate to elements, such as:	• specialised knowledge of repertoire
	• specialised knowledge of artists
	• critical-listening skills
	• artistic judgement
	• music history
	• performance practice in a range of styles and customs
	• music technology
	• music texts
	• aural recognition and comprehension of musical devices and systems, including:
	  • melody
	  • harmony
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	  • expression
	• physics of music and sound production
	• technical requirements for a range of instruments in a range of musical styles and performance contexts
	• aural imagination and innovation
	• musical styles and genres.

Target audiences may include:	• peers and colleagues • authors

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RANGE STATEMENT	
	• composers • artists and performers • editors • program or event managers • sound-production or recording personnel • record companies • directors • producers • media programmers • academic supervisors • production managers • tutors and teachers • mentors • presenters • general public.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units		

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CUSMLT403A Analyse functional harmony

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to understand and use functional harmony. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Working musicians and songwriters apply the skills and knowledge outlined in this unit. At this level they are developing and applying a working knowledge of functional harmony and the related theoretical language of music to their own practice. Some guidance and support from mentors or teachers would usually be required. More advanced harmonic-analysis skills are covered in: • CUSMLT602A Analyse harmony.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 analysis requirements	1. Discuss with ***appropriate personnel*** the ***purpose and scope*** of the harmonic analysis 2. Agree on own role in or contribution to the harmonic analysis 3. Identify appropriate ***methodologies*** for analysing harmony in the context of the required task 4. Identify the musical styles, genres or pieces to be analysed 5. Clarify factors that may impact on the analysis, and plan accordingly
Identify theoretical elements of music	6. Identify key signatures, accidentals and other harmonic indicators 7. Identify chords and chord progressions 8. Assess music pieces, recordings, compositions, written examples and/or performances to identify ***elements of***

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ELEMENT	PERFORMANCE CRITERIA
	functional harmony 9. Identify a sufficient range of relevant harmonic and melodic elements to ensure that the analysis is comprehensive and to the required standard
Analyse how functional harmony contributes to performance and compositional outcomes	10. With assistance as required, identify the way in which the harmony functions within ***musical examples*** 11. Investigate musical examples for the way harmonic elements are combined, manipulated and interpreted for aesthetic, technical and/or expressive outcomes 12. Discuss aspects of work in progress with appropriate personnel and incorporate different angles or ideas into the analysis as required
Complete analysis	13. Apply knowledge of harmony and related ***theoretical vocabulary*** to the analysis in an appropriate way 14. Ensure that all aspects of musical examples are analysed or described to the required standard of analysis 15. Assist with the compilation of conclusions based on the harmonic analysis as required 16. Seek feedback on own contribution to the analysis from appropriate personnel 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 and literacy skills sufficient to:
  • interpret and clarify written and verbal instructions
  • respond positively to constructive feedback
  • articulate music analysis accurately and appropriately using appropriate conventions of music writing and nomenclature
  • use language appropriate to the intended audience
• analytical skills sufficient to:
  • apply appropriate analytical methods of interpretation relevant to area of specialisation
  • retrieve and use appropriate resources to develop analysis

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REQUIRED SKILLS AND KNOWLEDGE
• focus analysis on appropriate harmonic elements within compositions and/or performances • accurately identify a variety of scales, chord sequences and music systems, including rhythms, time signatures, beat patterns or other elements of musical organisation • initiative and enterprise skills in the context of empathising with the creative work of composers and performers • self-management and planning skills sufficient to: • prioritise work tasks • source information and reference material in a timely fashion • meet deadlines • seek expert assistance when problems arise
Required knowledge
• well-developed understanding of music-related issues, including: • styles and genres, and musical forms and conventions relevant to analysis • music notation • techniques for discriminating music aurally to analyse music • repertoire relevant to chosen musical styles and genres • musical and cultural protocols • musical form and performance conventions • cultural circumstances of music performance and consumption • elements of musical organisation in relation to content of written work • technical processes and demands of composition and/or music performances • issues and challenges that arise in the context of analysing functional harmony

Evidence 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: • complete at least three harmonic analyses that demonstratesound understanding of functional

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EVIDENCE GUIDE	
	harmony • apply sound reflective, critical-listening and communication skills in the context of analysing functional harmony.
Context of and specific resources for assessment	Assessment must ensure: • access to printed scores or recorded performances as required by the specialisation to be assessed • 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: • evaluation of harmonic analyses completed by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of analysing functional harmony.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP301A Compose simple songs or musical pieces • CUSMCP402A Develop techniques for composing music • CUSMLT303A Notate music • CUSMLT401A Notate music for performance.

Range Statement

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

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RANGE STATEMENT	
regional contexts) may also be included.	
Appropriate personnel may include:	• composers • artists and performers • editors • writers • graphic designers • program or event managers • sound-production or recording personnel • producers • programmers • academic supervisors • teachers • mentors.

Purpose and scope may include:	• deconstruction of musical examples into theoretical component parts, including:
	  • melodic, harmonic and rhythmic structures in music
	  • technical components of music
	  • expressive components of music
	  • representation of new musical ideas
	• performance
	• composition
	• arrangements and arranging principles
	• research for:
	  • performance
	  • improvisation
	  • academic purposes
	  • written articles, program notes, criticism or marketing
	  • educational purposes and materials
	• performance critiques.

Methodologies may include:	• investigating the use conventions of notation and music nomenclature • investigating and using relevant theoretical principles • reflective listening • studying music notation examples, including specific scores and texts • performance analysis • studying the representation of music as

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RANGE STATEMENT	
	symbols • transcribing and analysing musical examples • debating ideas • reviewing and incorporating ideas from relevant literature and methodologies • cross-referencing compositional and performance examples • practical application of functional harmony.
Elements of functional harmony may include:	• chords and chord construction • harmonic progressions • keys and key centres • voice leading • substitution ideas and methods • intervals • cycle of fourths and fifths • accidentals • chord/scale relationships • tonal and atonal elements.
Musical examples may include:	• traditional, including European classical or traditional music of any other cultures • all contemporary popular musical styles • jazz • world • country • folk.
Theoretical vocabulary may include musical devices and systems that relate to:	• articulation • beat • chord/scale relationships • dissonance and consonance • dynamics • expression • form/structure • harmony, chords and progressions • interpretation • melody • nuance • ornamentation • phrasing • pitch • rhythm

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RANGE STATEMENT	
	• scales • tempo • timbre/tone colour • time signatures • tonality.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units		

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CUSMLT501A Refine aural-perception skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to improve aural-perception 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	Musicians, songwriters, composers, arrangers, conductors and musical directors apply the skills and knowledge described in this unit. Well-developed aural-perception skills are essential for success in the music industry and can be applied in a range of contexts, for example, transcribing live or recorded music and preparing charts and other forms of notated music. An ability to discuss sophisticated music structures and components with peers and other industry personnel is required, along with a willingness to work consistently on improving one's own aural-perception skills.

Licensing/Regulatory Information

Not applicable.

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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
Set personal goals for extending own aural-perception skills	1. In consultation with ***appropriate personnel***, identify the ***applications*** of aural-perception skills most relevant to own music practice 2. Determine how own mastery of rhythmic, melodic and harmonic ***music structures*** can be improved 3. Identify the ***genres and styles*** in own music practice that need attention in the context of refining aural-perception skills 4. Prepare a plan for own skill development, including a timeline and criteria for measuring improvements 5. Discuss plan with appropriate personnel and incorporate feedback as required
Expand methods for the aural recognition of music	6. Analyse ***conventions of language and terminology*** in the context of improving own aural-perception skills 7. Expand ways of hearing music, as well as listening for and naming relevant music structures 8. Expand knowledge of ***music-writing conventions***

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ELEMENT	PERFORMANCE CRITERIA
	connected with aural skill development 9. Explore more advanced rhythmic, melodic and harmonic structures connected with aural skill development
Apply improved aural-perception skills to own music practice	10. Focus on applying improved aural-perception skills in rehearsals or other practice activities 11. Adhere to conventions of language and terminology 12. Discuss application of aural-perception skills with peers and incorporate new ideas and techniques into own music practice
Evaluate own skill development	13. Monitor own progress against personal goals and skill-development plan 14. Discuss progress of skill development with appropriate personnel and act on feedback as required 15. Identify personal strengths and weaknesses as a means of improving own work 16. Evaluate overall effectiveness of learning methods in the expansion of aural-perception skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- listening skills in the context of recognising how more advanced intervals, chords, scales and chord progressions are used in music
- communication skills sufficient to:
  - read and understand relevant sources of information
  - discuss with peers ideas and techniques associated with aural-perception skills
  - seek and respond to feedback on own skill development
- initiative and enterprise skills in the context of analysing and recognising music structures and elements
- problem-solving skills sufficient to:
  - troubleshoot difficulties connected with the aural recognition of music
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - set goals and plan own skill development

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REQUIRED SKILLS AND KNOWLEDGE

• research information onmusicalstyles,elementsandforms/structures
• self-management skills sufficient to:
  • work to personal goals
  • seek expert assistance when problems arise
• learning skills sufficient to aurally recognise music structures accurately
• technical skills sufficient to accurately analyse:
  • scales
  • chord sequences and music systems
  • rhythms
  • time signatures
  • beat patterns of musical organisation relevant to specialisation

Required knowledge

• musicianship, including:
  • well-developed understanding of repertoire relevant to chosen musical specialisation
  • well-developed understanding of musical protocols and customs for listening to music relevant to the music specialisation
  • deep awareness of genres and styles, and their musical forms and conventions
  • sophisticated aural recognition and interpretation of chords, scales, melodies, forms, textures or other conventions in music
  • well-developed understanding of musical form in the selected specialisation
• issues and challenges that arise in the context of improving aural-perception skills

Evidence 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: • hear and recognise complex music structures accurately • adhere to the conventions of music language and terminology within selected styles

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EVIDENCE GUIDE	
	• apply aural-perception skills to own music practice • plan and monitor progress in refining own aural-perception skills.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of recorded or performed music for investigation and skill development • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in aural-perception skills.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation or video recording of the candidate's ability to aurally recognise complex music structures • evaluation of candidate's plan for improving own aural-perception skills, including evidence of monitoring progress against goals • discussion and/or case studies to determine candidate's ability to deal with challenges that arise in the context of improving aural-perception skills • written or oral questioning or interview to test knowledge as listed in the required knowledge section of this unit and to assess the refinement of aural-perception skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP401A Develop techniques for arranging music • CUSMCP402A Develop techniques for composing music • CUSMCP501A Compose music using electronic media • CUSMCP502A Compose music for screen • CUSMPF506A Develop technical skills and expand repertoire.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• teachers • mentors • arrangers • composers • music editors • musicians • bandleaders • music conductors • choir leaders.
Applications of aural-perception skills may include:	• ability to identify and discuss sophisticated music components with peers and other industry personnel • capacity to transcribe complex live or recorded music • developed appreciation of music subtleties and complexities • developed overall musicianship • preparation of scores, charts and other forms of notated music • access to new forms of music.
Music structures may include:	• key signatures • developed harmonic and melodic structures • grouping of complex rhythmic structures • time signatures, including compound and odd time signatures • note pitch • note duration • scales and associated modes • accidentals • chords and chord progressions, including chord substitutions.
Genres and styles may include:	• classical • jazz

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RANGE STATEMENT	
	• popular music • church • folk • world.

Conventions of language and terminology may relate to:	• music structures
	• music notation, including:
	  • bar lines
	  • repeats
	  • sign
	  • coda
	  • ties
	  • rests
	  • phrases
	  • ornaments
	• music forms, including:
	  • popular
	  • jazz
	  • classical.

Music-writing conventions may include:	• manuscript layout • more sophisticated methods of notation • rehearsal figures • bar lines • ownership and copyright information.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

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Co-requisite units

Co-requisite units	

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CUSMLT502A Apply concepts about the impact of music to professional practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and apply concepts about the social significance of music to one's own professional 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	Performing musicians and composers, as well as music promoters, marketers and managers, require in-depth understanding of the function of music in society, particularly in relation to the cultural significance of music in the lives of individuals and groups. This knowledge could be applied in the context of measuring the cultural and commercial value of music as a precursor to placing music products in the market place.

Licensing/Regulatory Information

Not applicable.

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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
Investigate the history of music	1. Identify relevant ***sources of information*** on the history and social significance of music 2. Investigate and review different definitions of music and how these relate in historical and cultural contexts 3. Explore the relationships and synergies between music and culture over time
Assess the social significance of music	4. Compare and assess the different ways individuals and groups have performed, composed and presented music over time 5. Explore ***ways*** in which music impacts on people's social and working lives 6. Investigate and evaluate the different social and cultural functions of music 7. Investigate and evaluate the role played by music in other ***fields*** of human endeavour
Apply historical and sociological knowledge	8. Extract key information and ideas about the history and social significance of music

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ELEMENT	PERFORMANCE CRITERIA
of music to own professional practice	9. Compare and evaluate alternative perspectives and views on music 10. Discuss and present ideas about music fully and constructively with ***relevant personnel*** 11. Reflect on how information and ideas might be integrated into own life and work, and set personal goals for doing so 12. Identify and access ***opportunities*** to enhance own professional practice in light of knowledge gained

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- well-developed written and oral communication skills in the context of discussing, exploring, interpreting and presenting ideas about music with and for others
- analytical skills in the context of interpreting information dealing with potentially complex ideas relating to the cultural manifestations of music
- research and data-gathering skills sufficient to source, collect, collate and organise relevant information
- learning skills in the context of:
  - reflective learning for self
  - contributing to the learning of others through discussion
  - applying knowledge to enhance own professional practice

Required knowledge

- awareness of the social significance of music at different points in history and in different cultural scenarios
- awareness of broader contemporary contexts and perspectives relating to music making and music consumption in society
- sources of information relating to the history and social significance of music

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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 well-developed analytical, reflective and communication skills • understand the historical contexts, social functions and circumstances of music making and consumption in society • apply the above knowledge to own professional practice.
Context of and specific resources for assessment	Assessment must ensure: • access to sources of information on the history, social significance and function of music • 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: • evaluation of candidate's exploration of music and its social significance, demonstrated through discussion and written or oral presentation • written or oral questioning to assess knowledge of music in historical and contemporary contexts.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSWRT501A Write about music.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• music performances and recordings
	• music collectives
	• funding bodies
	• music performance venues
	• community organisations
	• friends, family, work colleagues and peers
	• industry practitioners
	• online databases
	• media archives
	• printed references and texts, e.g. books and journals
	• other media sources, such as:
	  • radio
	  • television
	  • DVDs
	  • videos
	• educational institutions
	• libraries.

Ways in which music impacts on people's social and working lives may include:	• developing a sense of identity and community • facilitating social contact • improving quality of life • therapeutic and/or healing properties • enriched inner or spiritual life • intellectual stimulation • relaxation and recreation • expressive qualities and capacities • aesthetic and/or literal communication • music's capacity to reflect cultural value systems • aural transmission of knowledge and wisdom • representation of innovation and new ideas.
Fields may include:	• visual/fine arts • other performing arts • anthropology

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RANGE STATEMENT	
	• ethnomusicology • social sciences • humanities • product marketing.
Relevant personnel may include:	• composers • artists and performers • broadcasters • writers and journalists • program or event managers • sound-production or recording personnel • record companies • directors • producers • programmers • academic supervisors • production managers • music promoters, agents and marketers • advertising agencies.
Opportunities may include:	• attending seminars • participating in creative activities • reviewing and adapting own communication skills • using new approaches to work • working in creative communities • developing marketing plans for new music products.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

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Co-requisite units

Co-requisite units	

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CUSMLT601A Analyse music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse the aesthetic, technical and expressive characteristics of music. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Performing musicians, music writers, music performance curators, and festival and concert programmers apply the skills and knowledge outlined in this unit. At this level they are applying an advanced level of aesthetic and artistic sensibility to their professional practice. A well-developed appreciation of music is essential, along with high-level aural discrimination skills and sound artistic judgement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 analysis requirements	1. Discuss with ***appropriate personnel*** the ***purpose and scope*** of the music analysis 2. Identify appropriate ***methodologies*** for analysing music in the context of the required task 3. Identify the musical styles, genres or pieces to be analysed 4. Clarify timelines for completion of analysis and factors that may impact on the analysis
Identify aesthetic and expressive elements of music	5. Assess ***musical examples*** to determine the overall style and character of the music 6. Analyse ***musical elements*** for their expressive, aesthetic and technical qualities 7. Identify a sufficient range of functional musical elements to ensure that the analysis is accurate and comprehensive 8. Discuss aspects of work in progress with peers and incorporate different angles or ideas into the analysis as appropriate
Convey the musical analysis	9. Apply knowledge of music and related ***music vocabulary*** to the analysis in an appropriate way 10. Ensure that all aspects of the musical examples are analysed or described to provide the required style and

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ELEMENT	PERFORMANCE CRITERIA
	standard of analysis 11. Compile or synthesise conclusions of the musical analysis in the required format within agreed timelines and in a manner suited to the ***target audience*** 12. Seek feedback on analysis from appropriate personnel and adjust conclusions as required 13. Evaluate analysis 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

- communication and literacy skills sufficient to:
  - interpret and clarify written and verbal instructions
  - discuss music and musical ideas with peers
  - respond positively to constructive feedback
  - articulate music analysis accurately and appropriately using appropriate conventions of music writing and nomenclature
  - read music
  - use language appropriate to the intended audience
- analytical skills sufficient to:
  - apply appropriate analytical methods of interpretation relevant to area of specialisation
  - retrieve and use appropriate resources to develop analysis
  - focus analysis on appropriate musical elements within compositions and/or performances
  - accurately analyse a variety of scales, chord sequences and music systems, including rhythms, time signatures, beat patterns or other elements of musical organisation
- initiative and enterprise skills in the context of empathising with the creative work of composers and performers

Required knowledge

- well-developed understanding of music-related issues, including:
  - styles and genres, and musical forms and conventions relevant to analysis

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REQUIRED SKILLS AND KNOWLEDGE
• music notation • techniques for discriminating music aurally to analyse music • repertoire relevant to chosen musical styles and genres • musical and cultural protocols • musical form and performance conventions • cultural circumstances of music performance and consumption • elements of musical organisation in relation to content of written work • technical processes and demands of composition and/or music performances • issues and challenges that arise when writing and talkingabout music • writing and communication principles for the relevant medium • written and aural-presentation techniques for the relevant medium

Evidence 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: • complete at least three musical analyses that demonstratewell-developed understanding of the systems and musical elements being analysed • apply musical analysis to own professional practice • apply well-developed analytical, reflective, critical-listening and communication skills in the context of analysing music.
Context of and specific resources for assessment	Assessment must ensure: • access to printed scores or recorded performances as required by the specialisation to be assessed • opportunities to apply the analysis of harmony in a practical context • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are appropriate for this unit: • evaluation of musical analyses completed by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of analysing music for a range of purposes • authenticated details of relevant commercial or other examples of musical analyses.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSMCP601A Extend techniques for composing music • CUSMCP602A Extend techniques for arranging music • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSMLT602A Analyse harmony • CUSWRT501A Write about music.

Range Statement

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

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RANGE STATEMENT	
	• editors • writers • graphic designers • program or event managers • sound-production or recording personnel • record companies • directors • producers • programmers • academic supervisors • production managers • music promoters, agents and marketers.

Purpose and scope may include:	• analysis to determine the music's:
	  • aesthetic qualities
	  • technical qualities
	  • expressive qualities
	  • capacity for aesthetic and/or literal communication
	  • creative and innovative qualities
	  • expression of new ideas
	  • capacity to reflect value systems
	  • capacity for the aural transmission of knowledge and wisdom
	• research for:
	  • performance
	  • improvisation
	  • academic purposes
	  • written articles, program notes, criticism or marketing
	  • educational purposes and materials
	• performance commentary
	• written or electronic media programs, presentations or live events.

Methodologies for analysis may include:	• reflective listening • study of music notation examples, including specific scores and texts • performance analysis • studying the representation of music as symbols • transcribing and analysing musical examples

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RANGE STATEMENT	
	• investigating the use of conventions of notation and music nomenclature • debating ideas • reviewing and incorporating ideas from relevant literature and methodologies • cross-referencing compositional and performance examples.

Musical examples may include:	• music pieces
	• scores or charts
	• compositions and improvisations
	• recordings
	• other written examples and/or performances
	• styles and genres may include:
	  • folk and traditional music forms, including European classical or traditional music of any other culture
	  • all contemporary popular musical styles
	  • jazz
	  • world
	  • country.

Musical elements may include:	• acoustics • aesthetic qualities • articulation • beat • cultural context • dynamics • expression • form/structure • genre • harmony/chords • instrumentation • interpretation • melody • notation • nuance • ornamentation • phrasing • pitch • relationship to text • rhythm

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RANGE STATEMENT	
	• scales • sound production • style • tempo • texture • timbre/tone colour • time signatures • tonality.

Music vocabulary may relate to elements, such as:	• specialised knowledge of repertoire
	• specialised knowledge of artists
	• critical-listening skills
	• artistic judgement
	• music history
	• performance practice in a range of styles and customs
	• music technology
	• music texts
	• aural recognition and comprehension of musical devices and systems, including:
	  • melody
	  • harmony
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	  • expression
	• physics of music and sound production
	• technical requirements for a range of instruments in a range of musical styles and performance contexts
	• aural imagination and innovation
	• musical styles and genres.

Target audiences may include:	• peers and colleagues • authors • composers • artists and performers • editors • program or event managers • sound-production or recording personnel

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RANGE STATEMENT	
	• record companies • directors • producers • media programmers • academic supervisors • production managers • tutors and teachers • mentors • presenters • general public.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units		

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CUSMLT602A Analyse harmony

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse and deconstruct harmony for its component parts. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Performing musicians, composers and arrangers apply the skills and knowledge outlined in this unit. At this level they need to apply an advanced knowledge of harmony and the related theoretical language of music as they discuss music or musical ideas with their peers. The ability to analyse harmony is essential for people who write about music at an advanced level.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 analysis requirements	1. Discuss with ***appropriate personnel*** the ***purpose and scope*** of the harmonic analysis 2. Identify appropriate ***methodologies*** for analysing harmony in the context of the required task 3. Identify the musical styles, genres or pieces to be analysed 4. Clarify timelines for completion of analysis and factors that may impact on it
Identify musical elements	5. Analyse ***music examples*** to identify elements of harmony 6. Identify a sufficient range of harmonic and melodic elements to ensure that the analysis is comprehensive and to the required standard
Analyse how functional harmony contributes to performance and compositional outcomes	7. Identify the way in which the harmony functions within the musical examples to inform the distinctive character of compositions, performances or arrangements 8. Analyse music with respect to the way ***harmonic elements*** are combined, manipulated and interpreted for aesthetic, technical and/or expressive outcomes 9. Discuss aspects of work in progress with peers and incorporate different angles or ideas into the analysis as

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ELEMENT	PERFORMANCE CRITERIA
	appropriate
Present or apply analysis	10. Apply knowledge of harmony and related ***theoretical vocabulary*** to the analysis in an appropriate way 11. Ensure that all aspects of musical examples are analysed or described to the required standard of analysis and depth of understanding 12. Apply broader knowledge of music to the harmonic analysis 13. Compile or synthesise conclusions of the harmonic analysis in required format within agreed timelines 14. Seek feedback on analysis from appropriate personnel and adjust conclusions as required 15. Evaluate analysis 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

- communication and literacy skills sufficient to:
  - interpret and clarify written and verbal instructions
  - discuss music and musical ideas with peers
  - respond positively to constructive feedback
  - articulate music analysis accurately and appropriately using appropriate conventions of music writing and nomenclature
  - read music
  - use language appropriate to the intended audience
- analytical skills sufficient to:
  - apply appropriate analytical methods of interpretation relevant to area of specialisation
  - retrieve and use appropriate resources to develop analysis
  - focus analysis on appropriate harmonic elements within compositions and/or performances
  - accurately analyse a variety of scales, chord sequences and music systems, including rhythms, time signatures, beat patterns or other elements of musical organisation

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REQUIRED SKILLS AND KNOWLEDGE

• initiative and enterprise skills in the context of empathising with the creative work of composers and performers
• self-management and planning skills sufficient to:
  • prioritise work tasks
  • source information and reference material in a timely fashion
  • meet deadlines
  • seek expert assistance when problems arise

Required knowledge

• well-developed understanding of music-related issues, including:
  • styles and genres, and musical forms and conventions relevant to analysis
  • music notation
  • techniques for discriminating music aurally to analyse music
  • repertoire relevant to chosen musical styles and genres
  • musical and cultural protocols
  • musical form and performance conventions
  • cultural circumstances of music performance and consumption
  • elements of musical organisation in relation to content of written work
  • technical processes and demands of composition and/or music performances
• issues and challenges that arise when writing and talkingabout music
• writing and communication principles for the relevant medium
• written and aural-presentation techniques for the relevant medium

Evidence 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: • complete at least three harmonic analyses that demonstratewell-developed understanding of harmonic theories and principles • apply harmonic analysis to own professional practice • apply well-developed analytical, reflective,

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EVIDENCE GUIDE	
	critical-listening and communication skills in the context of analysing harmony.
Context of and specific resources for assessment	Assessment must ensure: • access to printed scores or recorded performances as required by the specialisation to be assessed • opportunities to apply the analysis of harmony in a practical context • 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: • evaluation of harmonic analyses completed by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of analysing harmony for a range of purposes • authenticated details of relevant commercial or other examples of harmonic analysis.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP502A Compose music for screen • CUSMCP601A Extend techniques for composing music • CUSMCP602A Extend techniques for arranging music • CUSMLT601A Analyse music • CUSWRT501A Write about music.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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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.	
Appropriate personnel may include:	• authors • composers • artists and performers • broadcasters • editors • writers • graphic designers • program or event managers • sound-production or recording personnel • record companies • directors • producers • programmers • academic supervisors • production managers • music promoters, agents and marketers.

Purpose and scope may include:	• deconstruction of musical examples into theoretical component parts, including;
	  • melodic, harmonic and rhythmic structures in music
	  • technical components of music
	  • expressive components of music
	  • representation of new musical ideas
	• performance
	• composition
	• arranging
	• musical accompaniment
	• research for:
	  • performance
	  • improvisation
	  • academic purposes
	  • written articles, program notes, criticism or marketing
	  • educational purposes and materials
	• performance commentary.

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RANGE STATEMENT	
Methodologies may include:	• reflective listening • study of music notation examples, including specific scores and texts • performance analysis • studying the representation of music as symbols • transcribing and analysing musical examples • investigating the use of conventions of notation and music nomenclature • debating ideas • reviewing and incorporating ideas from relevant literature and methodologies • cross-referencing compositional and performance examples • investigating and using relevant theoretical principles • practical application of principles of harmony.

Musical examples may include:	• music pieces
	• scores or charts
	• compositions and improvisations
	• recordings
	• other written examples and/or performances
	• styles and genres may include:
	  • folk and traditional music forms, including European classical or traditional music of any other culture
	  • all contemporary popular musical styles
	  • jazz
	  • world
	  • country.

Harmonic elements may include:	• key signatures • melody • harmony/chords • tonality • scales • accidentals • ornamentation • suspensions • passing notes • form/structure

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RANGE STATEMENT	
	• transposition • texture • style • genre • cultural context • relationship to text.

Theoretical vocabulary may include musical devices and systems that relate to:	• pitch
	• melody
	• harmony, chords and progressions
	• scales
	• time signatures
	• tonality
	• chord/scale relationships
	• ornamentation
	• form/structure
	• rhythm
	• beat
	• tempo
	• timbre/tone colour
	• interpretation
	• expression
	• nuance
	• phrasing
	• articulation
	• dynamics
	• musical symbols:
	  • staves and leger lines
	  • clefs
	  • key signatures
	  • accidentals
	  • symbols and terms indicating notes, chords and repeats
	  • phrasing.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music literacy

Co-requisite units

Co-requisite units		

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CUSMPF101A Develop skills to play or sing music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop elementary skills in tuning, playing and caring for an instrument. This is the first in a series of units dealing with developing technical 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	People with little or no musical experience apply the skills and knowledge outlined in this unit. Typically they are embarking on a career in singing or playing a specific musical instrument and need close guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Become familiar with chosen instrument	1. Develop an understanding of how the physical characteristics of ***instruments*** and the voice affect the sound they produce in performance 2. Explore the ***range***, ***capability*** and sound characteristics of chosen instrument or voice 3. Discuss with colleagues or teachers how the physical relationship between instrument and performer produces the required sound 4. Listen to live or recorded music featuring the chosen instrument or voice and discuss with colleagues and/or teacher how sounds and effects are achieved 5. Use appropriate methods and cleaning products to care for, move and store instrument and ***accessories*** 6. Develop listening skills to enable recognition of simple ***musical elements*** 7. Set goals for own skill development in consultation with ***relevant people***
Prepare to play instrument	8. Set up instrument or warm up voice as required 9. As required, seek assistance from relevant people to ***tune*** instrument to the required pitch 10. Apply listening skills in the process of producing a range of notes, rhythms and/or chords

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ELEMENT	PERFORMANCE CRITERIA
	11. Use correct posture to extend technique and to develop healthy performance habits in line with ***OHS principles***
Play simple pieces in selected style	12. In consultation with relevant people, select simple pieces and exercises suitable for practice in playing selected repertoire 13. Apply the elements of pitch, rhythm, ***sound colour*** and/or volume during practice sessions 14. Experiment with different ***techniques*** to develop proficiency in producing the required sound 15. Seek feedback on own skill development from relevant people and evaluate progress against personal goals

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 music at a basic level for performance practice
  - respond appropriately to constructive feedback on own performance
  - plan own practice time and setskill-development goals
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - use appropriate sound and tone production for instrument or voice
  - reproduce basic musical patterns
- learning skills in the context of:
  - using printed or audio tutoring resources
  - improving skills through practice
- technical and problem-solving skills sufficient to:
  - use a basic range of techniques on chosen instrument
  - tune instrument to achieve intonation
  - discriminate pitch and/or rhythm

Required knowledge

- basic understanding of:
  - industry, repertoire and musical terminology

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REQUIRED SKILLS AND KNOWLEDGE
• acoustic principles relevant to selected instrument • instrument parts, applications, range, capabilities, care and maintenance • OHS practices, procedures and standards as they apply to performance 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	Evidence of the ability to: • demonstrate basic physical capacity and coordination required to play or sing simple melodies, chords and rhythm patterns • respond appropriately to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • suitable physical and acoustic environment • 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 candidate in practice sessions or performances • testimonial from individual tutors • video or audio recordings of candidate's performance or practice sessions • written or oral questioning to assess knowledge of chosen instrument.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF102A Develop ensemble skills to perform

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EVIDENCE GUIDE	
	simple musical parts.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Instruments may include:	• acoustic or electronic • brass • stringed • keyboards • wind • percussion • plucked • voice.
Range of an instrument may include:	• tone colour • dynamics and volume • sound production • pitch, register and tessitura • specific effects available using a range of attacks • other acoustic or electronic effects.
Capability of an instrument may include:	• application to a range of music-making activities and outcomes • scope and potential for solo or group performance • adaptability • size of instrument.
Accessories may include:	• reeds • strings • bows • plectrums • mouth pieces • mutes

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RANGE STATEMENT	
	• sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers, such as pitch and tone modulators.
Musical elements include:	• simple melodies • simple rhythms • simple musical forms.
Relevant people may include:	• mentor • teacher • coach • tutor • family member.

Tuning an instrument may involve:	• adjusting:
	  • pitch
	  • tone colour
	  • oral tract, including lip pressure and intensity of breath
	  • position of the diaphragm and larynx
	  • sound production
	  • diameter or other instrumental dimensions, such as:
	  • length of strings
	  • tautness of skins
	  • length of tubing or pipes
	  • embouchure
	  • settings of the instrument and relevant accessories
	• using:
	  • appropriate tuning options
	  • tuning keys or other tuning implements, such as tuning forks and electronic tuners
	  • pitch pipes
	  • electronic pitch or frequency controls
	  • other musicians.

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RANGE STATEMENT	
OHS principles may include:	• industry practice and legislation • posture • appropriate hearing and volume levels for self and others • electrical hazards • length of performance and practice sessions • preventative practice against overuse injury.
Sound colour may involve:	• physical elements of an instrument • instrumental attack and articulation • range of accessories • interaction between player and instrument • performer's physique • voice production • sound production • different instrumental combinations.

Techniques may include:	• physical coordination in one or more of:
	  • bowing
	  • tonguing
	  • embouchure
	  • plucking
	  • beating
	  • fingering
	  • strumming
	  • pedalling
	• attack
	• dynamics
	• tempi
	• intonation
	• vocal and instrumental sound production
	• rhythms and rhythm patterns
	• chords and chord patterns
	• melodic patterns
	• playing or singing notes, short tunes and basic scales
	• playing, tapping or clapping rhythms and rhythm patterns
	• playing chords and simple chord patterns.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF102A Develop ensemble skills to perform simple musical parts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to follow a musical director and musical instructions to perform simple musical parts in an ensemble 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 with little or no musical experience apply the skills and knowledge outlined in this unit. Typically they would be performing in community workshops, one-off or short programmes of musical instruction, and in remote communities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 to perform simple musical parts	1. Set up ***equipment***, tune instrument and confirm requirements with ***relevant personnel*** 2. Set instrument to appropriate volume as directed 3. Sit or stand and ***warm up*** for performance as directed
Perform simple musical parts	4. Perform notated or memorised musical part at appropriate volume 5. Take ***cues*** from relevant personnel to start and end musical part 6. Take cues as required for entry and exit points of musical part
Improve own performance	7. Seek feedback on own performance from relevant personnel 8. Consider and note aspects of own performance that could be improved 9. Respond positively to constructive feedback from others on own performance and take action to improve as required

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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 music at a basic level for performance practice
  • respond appropriately to constructive feedback on own performance
  • plan own practice time
• self-management and learning skills sufficient to:
  • follow ensemble protocol and musical instruction
  • improve performance skills through practice and rehearsal
• technical skills sufficient to:
  • perform simple pieces on chosen instrument as part of an ensemble
  • tune instrument to achieve intonation

Required knowledge
• basic understanding of music structures, styles and forms • basic understanding of OHS procedures in relation to performing in a range of environments

Evidence 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: • follow ensemble protocol • follow musical instruction.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate repertoire, instrumentation and sheet/recorded music • access to an appropriate performance space • use of culturally appropriate processes, and

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EVIDENCE GUIDE	
	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 performing simple musical parts in an ensemble situation • video or audio recordings of candidate's performance or practice sessions • written or oral questioning to assess knowledge of ensemble protocol.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF101A Develop skills to play or sing music.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• chairs • electronic tuners • music stands • PA system and microphones • percussion instruments • stringed instruments • wind instruments.
Relevant personnel may include:	• musical director • performer • mentor • teacher • coach • tutor

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RANGE STATEMENT	
	• conductor • sound engineer.
Warm up may include:	• chords • physical stretching • scales • vocal scales.
Cues may include:	• notation in music score • body movement • musical • verbal or written.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF201A Play or sing simple musical pieces

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for and perform a simple musical sequence or piece. 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 with some musical experience apply the skills and knowledge outlined in this unit. They are performing in situations that allow them to extend elementary skills in singing or playing a specific musical instrument.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Explore the range and capability of chosen instrument or voice	1. Explore the physical characteristics of ***instrument*** or voice in music making 2. Explore the ***scope***, ***capability*** and sound characteristics of instrument or voice in music making 3. Explore a range of ways in which sound can be produced in line with selected musical style and ***repertoire***
Maintain and care for instrument	4. Use appropriate methods and cleaning products to care for, move, use and store instrument and ***accessories*** 5. Set up and/or warm up instrument or voice in preparation for practice and performance 6. ***Tune*** instrument appropriately and seek feedback from ***relevant personnel*** to confirm accuracy of tuning
Use personal practice time to develop skills	7. Listen to own work carefully to develop intonation, harmonies and/or rhythm, and seek feedback from relevant personnel to guide practice 8. Use personal practice to develop physical ***facility*** and confidence with instrument or voice 9. Use good posture and appropriate finger, hand and/or body positions to develop technical facility and maintain healthy performance habits 10. Develop listening skills to recognise and identify pitch, rhythm, instrumentation and musical style

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ELEMENT	PERFORMANCE CRITERIA
Perform short pieces	11. Guided by a teacher or mentor, plan activities and physical ***exercises*** to expand capacity to perform a range of short, simple pieces and a range of notes, rhythms and/or chord patterns 12. Listen to the work of professional musicians to identify own goals and evaluate own work against those goals 13. Play or sing short, simple pieces and/or accompaniments using rhythmic control and tuning 14. Perform all work following agreed tempi 15. Apply listening skills in playing or singing short, simple pieces or accompaniments 16. Comply with ***OHS principles*** in practice sessions and performances

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 music at a basic level for performance practice
  - respond appropriately to constructive feedback on own performance
  - plan own practice time and setskill-development goals
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - use appropriate sound and tone production for instrument or voice
  - reproduce basic musical patterns
- learning skills in the context of:
  - using printed or audio tutoring resources
  - improving skills through practice
- technical and problem-solving skills sufficient to:
  - use a basic range of techniques on chosen instrument
  - tune instrument to achieve intonation
  - discriminate pitch and produce the required sound
  - discriminate rhythm
  - reproduce musical patterns

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge

• basic understanding of:
  • repertoire relevant to selected instrument or voice
  • musical terminology
  • acoustic principles relevant to selected instrument or voice
  • instrument parts, applications, range, capabilities, care and maintenance
  • performance and instrumental protocol and customs in selected musical style and repertoire
• OHS practices, procedures and standards as they apply to performance 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	Evidence of the ability to: • demonstrate the physical capacity and coordination required to play or sing simple pieces • respond appropriately to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • suitable physical and acoustic environment • 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 candidate in practice sessions or performances • testimonial from individual tutors • video or audio recordings of candidate's performance or practice sessions

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EVIDENCE GUIDE	
	• written or oral questioning to assess 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: • CUSMLT201A Develop and apply musical ideas and listening skills • CUSMPF202A Incorporate music technology into performance • CUSMPF203A Develop ensemble skills for playing or singing music • CUSMPF204A Play music from simple written notation.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Instruments may include:	• acoustic or electronic • voice • stringed • keyboards • wind • percussion • brass • plucked.

Scope of an instrument may include:	• tone colour:
	  • instrumental attack
	  • range of accessories
	  • interaction between player and instrument
	  • performer's physique
	  • voice production
	  • sound production

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RANGE STATEMENT	
	• effects • dynamics and volume • pitch, register and tessitura • specific effects available using a range of attacks.
Capability of an instrument may include its:	• application to a range of music-making activities and outcomes • scope and potential for solo or group performance • adaptability • size.

Repertoire may include:	• short, simple pieces appropriate to the selected instrument
	• song forms and their relevant components, such as:
	  • riffs
	  • sequences
	  • rhythm patterns
	  • pieces composed for or by the performer.

Accessories may include:	• reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers, such as pitch and tone modulators.

Tuning an instrument may involve:	• adjusting:
	  • pitch
	  • tone colour
	  • oral tract, including lip pressure and intensity of breath
	  • position of the diaphragm and larynx
	  • sound production
	  • diameter or other instrumental dimensions, such as:

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RANGE STATEMENT	
	• length of strings • tautness of skins • length of tubing or pipes • embouchure • settings of the instrument and relevant accessories • using: • appropriate tuning options • tuning keys or other tuning implements, such as tuning forks and electronic tuners • pitch pipes • electronic pitch or frequency controls • other musicians.
Relevant personnel may include:	• musical director • performer • colleague • mentor • teacher • coach • tutor • family member.
Facility with instrument or voice may include:	• physical coordination in one or more of: • tonguing • fingering • plucking • beating • pedalling • vocal technique • attack • dynamics • tempi • intonation • sound production • rhythms and rhythm patterns • chords and chord patterns • melodic patterns.
Exercises may include:	• exercises to develop physical coordination in performing music in simple scales, arpeggios, chords or rhythms

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RANGE STATEMENT	
	• exercises to improve breath control • bowing techniques to help coordinate finger action and bowing movements • exercises to develop embouchure • systematic fingering patterns • systematic hand and foot patterns • systematic plucking and picking patterns and exercises • drumming exercises • pedalling exercises • vocal exercises for pitch and articulation.
OHS principles include:	• relevant practice or legislation • hearing and noise reduction strategies • length of performance and practice sessions • correct posture.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF202A Incorporate music technology into performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform and record music using technology-based equipment. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Musicians and artists, such as DJs and other electronic music artists, use technology as an integral part of their performance. They need to develop techniques for using technology to enhance performance and maintain and update knowledge of advances in technology. Some musical experience is required to undertake this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Explore the potential of technology-based equipment	1. Discuss with ***appropriate personnel*** ways in which digital equipment can be used to enhance musical performance 2. Use practice sessions to explore the full range of features in standard technology-based equipment 3. Test a range of ways in which ***sound*** can be produced to achieve performance goals consistently and reliably 4. Seek feedback from appropriate personnel on own skill development and set improvement goals
Maintain and care for equipment	5. Use appropriate methods to care for, move, use and store equipment securely and safely 6. Identify maintenance problems with equipment and refer to appropriate personnel for action 7. Use accessories, fittings, maintenance and cleaning products to keep equipment in good condition
Use music technology to enhance performance	8. Use electronic devices or software to record or play music, consistent with the style of the instruments or voices in the act 9. Use electronic devices to reproduce instrumental sounds or sequences 10. Use electronic devices or software to program music 11. Use electronic devices or software to drive ***outboard equipment*** accurately and consistently

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ELEMENT	PERFORMANCE CRITERIA
	12. Use electronic devices or software to incorporate sound into a music, video, light or multimedia product, as appropriate to the act or individual performance 13. Monitor own proficiency in using electronic devices and note areas for improvement in consultation with appropriate personnel

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:
  - follow written and verbal instructions
  - understand information in equipment user guides
  - respond appropriately to constructive feedback on own performance
  - plan own practice time and setskill-development goals
- learning skills in the context of improving skills through practice
- initiative and enterprise skills in the context of using technology-based equipment to produce sounds in a variety of ways
- technical skills in the context of using music technology to perform and record music at a basic level

Required knowledge

- industry knowledge, including:
  - ways in which technology can be used to perform and record music
  - features of standard technology-based equipment and related software
  - musical terminology
- OHS practices, procedures and standards as they apply to using music 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

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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: • record, reproduce and perform music competently using technology-based equipment • respond positively to constructive feedback on own skill development in relation to incorporating music technology into performance.
Context of and specific resources for assessment	Assessment must ensure: • access to technology-based equipment and related software • access to at least one form of outboard equipment linked to a computer or other technology-based 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: • direct observation or video recordings of candidate using technology-based equipment in practice sessions or performances • testimonial from individual tutors • written or oral questioning to assess 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: • CUSMCP303A Develop simple musical pieces using electronic media • CUSMLT201A Develop and apply musical ideas and listening skills • CUSMPF201A Play or sing simple musical pieces.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • sound technician.
Sounds to be reproduced may include:	• individual instruments • groups of instruments • instrumental sounds or sequences from MIDI devices, software programs or other devices.

Outboard equipment may include:	• lights
	• effects, such as:
	  • delay
	  • reverbs
	  • harmoniser
	• personal computer (e.g. PowerPoint files)
	• audiovisual
	• video.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

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Co-requisite units

Co-requisite units		

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CUSMPF203A Develop ensemble skills for playing or singing music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to extend elementary skill development in singing or playing a musical instrument and to perform simple repertoire as part of an ensemble. 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 with some musical experience who perform in an ensemble apply the skills and knowledge outlined in this unit. In this performance context an understanding of group dynamics is essential since members of the group need to develop a rapport with each other as they practise and play together. More complex skills associated with ensemble performance are covered in: • CUSMPF404A Perform music as part of a group.

Licensing/Regulatory Information

Not applicable.

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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**
Develop an understanding of ensemble playing	1. In a learning environment, develop an understanding of the different ***types*** of ensembles and ***instrument*** combinations 2. With ***appropriate personnel***, discuss ***issues and challenges*** that arise in the context of playing in an ensemble 3. Confirm own role in ensemble
Use group practice time to develop performance skills	4. Guided by a teacher or mentor, select repertoire suited to the performance skills of ensemble members 5. Practise performing pieces together as a group 6. In collaboration with other members of the group identify areas that need to be improved and incorporate into practice sessions as required

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ELEMENT	PERFORMANCE CRITERIA
Perform short, simple pieces as part of an ensemble	7. Perform warm-up routines as required 8. Contribute to a cohesive performance by taking and giving cues reliably, promptly, accurately and sensitively 9. Synchronise own playing or singing with that of other performers 10. Maintain accuracy in own musical entries and exits throughout the performance 11. Apply ***listening*** skills and adjust own playing or singing as necessary to achieve required sound 12. Comply with ***OHS principles*** in practice sessions and performances 13. After performances, collaboratively and constructively assess how well the group played together and agree on ways to improve performances

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:
  - contribute to discussions about suitable repertoire for the ensemble
  - collaborate effectively with other members of the group during performances
  - respond appropriately to constructive feedback on own performance
- contribute constructive planning skills sufficient to:
  - arrive punctually at group practice sessions
  - allow sufficient time for warm-up prior to performances
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - recognise intervals, chords, scales and chord progressions in selected area of specialisation
  - use appropriate sound and tone production for instrument or voice
  - adjust own playing or singing in line with requirements of ensemble performance
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to the ensemble repertoire

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REQUIRED SKILLS AND KNOWLEDGE

• responding appropriately to the unexpected during performances
• learning skills in the context of improving music performance skills and expression through practice
• technical and problem-solving skills sufficient to:
  • use a range of instrumental techniques on either a first or second instrument
  • use a variety of rhythms and rhythmic styles relevant to specialisation

Required knowledge

• broad understanding of:
  • industry, repertoire and musical terminology
  • acoustic principles relevant to selected instrument and area of specialisation
  • instrument parts, applications, range, capabilities, care and maintenance
  • group and solo performance protocols and customs
• issues and challenges that arise in the context of performing in an ensemble
• OHS practices, procedures and standards as they apply to performing in a range of environments

Evidence 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: • perform proficiently as a member of a group before an audience on at least two occasions • collaborate effectively with other members of the group during performances • participate constructively in evaluations of group performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities for musical collaboration in performances before an audience • appropriate venue with adequate space and acoustic

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EVIDENCE GUIDE	
	qualities • 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: • observation or video recordings of performances in which the candidate is a member of an ensemble • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussing issues and challenges that arise in the context of performing in an ensemble.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMLT201A Develop and apply musical ideas and listening skills • CUSMPF201A Play or sing simple musical pieces • CUSMPF202A Incorporate music technology into performance • CUSMPF204A Play music from simple written notation.

Range Statement

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

Types of ensembles may include:	• jazz:
	  • duo
	  • trio
	  • quartet

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RANGE STATEMENT	

	• larger
	• rock and pop line-ups:
	  • lead vocals, bass guitar, drums and percussion
	  • lead vocals, bass guitar, lead guitar, keyboards, backing vocals, drums and percussion
	  • lead vocals, lead guitar, rhythm guitar, backing vocals, bass guitar, DJ, synthesiser, drums and percussion
	• classical chamber music:
	  • duet
	  • trio
	  • quartet
	  • quintet
	  • sextet
	  • septet
	  • octet
	  • nonet.

Instruments may be:	• acoustic or electronic • voice • stringed • keyboards • wind • percussion • brass • plucked.
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor.

Issues and challenges may include:	• interaction with other ensemble members:
	  • showing respect for the skills of others
	  • synchronising playing
	  • offering constructive feedback on group performance
	  • responding positively to constructive

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RANGE STATEMENT	
	feedback on own performance • contributing to a cohesive performance • listening critically to own and others' performance • adjusting own playing to achieve the required sound.
Listening may include:	• tuning instrument • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory • adapting own performance to the overall performance of the group • listening critically to own performance • responding to other players in performance.
OHS principles may include:	• industry practice and legislation • posture • appropriate hearing and volume levels for self and others • electrical hazards • length of performance and practice sessions • preventative practice against overuse injury.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units	

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Co-requisite units		

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CUSMPF204A Play music from simple written notation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop basic analytical skills to identify music notational conventions and to play music from simple written music notation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists apply the skills and knowledge outlined in this unit, which covers the different ways that music-reading skills are used in a performance context. More complex skills associated with reading and notating music are covered in: • CUSMLT303A Notate music • CUSMPF410A Perform music from written notation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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**
Explore conventions of music notation	1. Identify simple ***rhythmic***, ***melodic and harmonic structures*** 2. Examine conventions of ***form and music structures*** 3. Recognise ***dynamics and expression marks***
Perform notated music on an instrument	4. Develop reading skills through private practice 5. Interpret simple melodic and rhythmic structures as required 6. Interpret harmonic structures as required 7. Follow form and music structures as indicated 8. Interpret dynamics and expression marks appropriately
Identify opportunities for further development of music-reading skills	9. Seek feedback from ***appropriate personnel*** to identify individual strengths and weaknesses and develop ***strategies*** to strengthen skills 10. In collaboration with appropriate personnel identify suitable ***repertoire*** for practising music-reading skills 11. Establish a plan for further development of

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ELEMENT	PERFORMANCE CRITERIA
	music-reading skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

Required skills

- problem-solving skills sufficient to:
  - troubleshoot music-reading problems
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - implement a private music practice strategy
  - work to set goals
- initiative and enterprise skills in the context of interpreting expressive style appropriately from written music
- self-management skills sufficient to:
  - work to personal goals
  - seek expert assistance when problems arise
  - manage private music practice
- learning skills sufficient to:
  - improve techniques through practice
  - seek and respond positively to constructive feedback on own performance
- literacy skills sufficient to read and understand relevant sources of information
- technical skills sufficient to:
  - understand simple musical form in the selected specialisation
  - follow musical elements from written music
  - accurately analyse simple scales, chord sequences and music systems, rhythms, time signatures, and beat patterns of musical organisation relevant to specialisation from written music

Required knowledge

- musicianship, including:
  - basic understanding of repertoire relevant to chosen musical specialisation
  - musical protocols and customs for reading written music
  - basic awareness of genres and styles, and their musical forms and conventions in written notation

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Evidence 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: • recognise basic music structures • play music from basic written notation • adhere to the conventions of the selected music.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of notated music for exploration and performance • use of a musical instrument • 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: • direct observation or video recording of the candidate playing music from written notation • authenticated audio recording of the candidate playing music from written notation • written or oral questioning to test knowledge of basic music conventions • third-party reports from formal practical music examinations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF201APlay or sing simple musical pieces • CUSMLT201A Develop and apply musical ideas and listening skills.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Rhythmic**, **melodic and harmonic structures may include:	• key signatures • basic harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 6/8 and 9/8 • note pitch • note duration • accidentals • chords.
Form and music structures may include:	• bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • popular music forms • jazz forms • classical forms.
Dynamics and expression marks may include:	• tempo • volume • accents • phrasing • articulation • special effects.
Appropriate personnel may include:	• teachers • mentors • musicians • bandleaders • music conductors • choir leaders.

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RANGE STATEMENT	
Strategies may include:	• music examinations • practice schedules • critical self-analysis • documenting weaknesses • formal written strategy.
Repertoire may include:	• classical • jazz • popular music • church.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF301A Develop technical skills in performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to build on basic technical skills in a chosen area of music specialisation and to perform simple repertoire. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists apply the skills and knowledge outlined in this unit. In the lead-up to performances they need to develop a regular practice routine which involves tuning and caring for instruments, as well as practising pieces to be performed. At this level, they could be developing skills on either a first or second instrument. More complex skills associated with the development of technical and specialist skills in performance are covered in: • CUSMPF405A Develop performance techniques • CUSMPF406A Perform music as a soloist.

Licensing/Regulatory Information

Not applicable.

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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**
Explore the range of instrument or voice	1. Develop control of the physical characteristics of ***instrument*** or voice and apply to performance 2. Extend control over the ***range and scope*** of instrument or voice during performance 3. Explore ***capability*** of instrument and voice in line with ***repertoire*** requirements
Maintain and care for instrument	4. Use appropriate methods and cleaning products to care for, move and store instruments and ***accessories*** 5. Set up and/or warm up the instrument or voice as required 6. ***Tune*** the instrument appropriately to the required standard and in line with tuning conventions
Use personal practice	7. Listen to own work carefully to ensure accurate

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ELEMENT	PERFORMANCE CRITERIA
time to extend technical skills	intonation, harmonies, ***sound colour*** and rhythm 8. Plan and use personal practice time to achieve performance goals 9. Plan exercises and use practice sessions to ***develop technical skills*** and ***facility*** with instrument or voice during performance 10. Perform and practise activities in line with ***OHS principles*** 11. Plan activities and physical exercises to extend own capacity to produce an extensive range of notes, rhythms and chord patterns 12. Seek and act on feedback from ***relevant personnel*** to guide practice
Perform pieces	13. Play or sing pieces and/or accompaniments from a range of repertoire 14. Perform all work following agreed tempi and musical markings where relevant 15. Use appropriate techniques to improve sound control and intonation, and to achieve variation in sound and tone
Evaluate own performance	16. Listen to the work of professional musicians to set performance goals and evaluate own performance against those goals 17. Act on constructive feedback from relevant personnel on own performance and level of skill development

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 music appropriately for performance practice
  - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to plan own practice time and set development goals
- listening skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE
• monitor and adjust intonation as required • recognise intervals, chords, scales and chord progressions in selected area of specialisation • use appropriate sound and tone production for instrument or voice • produce a controlled sound with variations in tone as required • initiative and enterprise skills in the context of: • producing sounds in a range of ways appropriate to selected musical style and repertoire • responding appropriately to the unexpected during performances • learning skills in the context of improving music performance skills and expression through rehearsal • technical and problem-solving skills sufficient to: • use a range of instrumental techniques on either a first or second instrument • tune instrument to achieve intonation • use a variety of rhythms and rhythmic styles relevant to specialisation
Required knowledge
• broad understanding of: • industry, repertoire and musical terminology • acoustic principles relevant to selected instrument and area of specialisation • instrument parts, applications, range, capabilities, care and maintenance • OHS practices, procedures and standards as they apply to performance 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	Evidence of the ability to: • perform at least three pieces in selected area of specialisation • achieve the required sound • learn and practise to improve own performance • respond positively to constructive feedback on own

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EVIDENCE GUIDE	
	performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments • access to suitable acoustic space • 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: • observation of practice or performance • written or oral questioning on technical development strategies, planning and goals • video and/or audio recordings of performances or practice sessions • self-evaluation sheets • samples of work plans for private practice sessions • simulation of a performance practice session • case studies and scenarios as a basis to discuss technical issues and strategies to deal with them in performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMLT301A Apply knowledge of genre to music making • CUSMPF303A Contribute to backup accompaniment • CUSMPF305A Develop improvisation skills • CUSMPF401A Rehearse music for group performances.

Range Statement

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Instruments may be first or second instruments and may include:	• acoustic or electronic • brass • stringed • keyboards • wind • percussion • plucked • voice.
Range and scope of instruments may include:	• tone colour • articulation • physical attributes and components • control and contrast • sound production • dynamics and volume • pitch, register and tessitura • specific effects available using a range of attacks • other acoustic or electronic effects.
Capability of an instrument may include:	• application to a range of music-making activities and outcomes in selected area of specialisation • scope and potential for solo or group performance in selected area of specialisation • adaptability • size of instrument • history in performance and customs of established performance tradition.
Repertoire may include:	• movements and/or pieces appropriate to selected instrument • improvisation on specific/harmonic structures in selected area of specialisation • songs and tunes in selected area of specialisation • own original pieces • traditional patterns in selected area of music specialisation.
Accessories may include:	• reeds • strings

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RANGE STATEMENT	
	• bows • plectrums • mouth pieces • mutes • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers, such as pitch and tone modulators.

Tuning an instrument may involve:	• adjusting:
	  • pitch
	  • tone colour
	  • oral tract, including lip pressure and intensity of breath
	  • position of the diaphragm and larynx
	  • sound production
	  • diameter or other instrumental dimensions, such as:
	  • length of strings
	  • tautness of skins
	  • length of tubing or pipes
	  • embouchure
	  • settings of the instrument and relevant accessories
	• using:
	  • appropriate tuning options
	  • tuning keys or other tuning implements, such as tuning forks and electronic tuners
	  • pitch pipes
	  • electronic pitch or frequency controls
	  • other musicians.

Sound colour may involve:	• physical elements of an instrument • instrumental attack and articulation • range of accessories • interaction between player and instrument • performer's physique

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RANGE STATEMENT	
	• voice production • sound production • different instrumental combinations.

Developing technical skills may involve:	• reproducing pieces from written notation, chord charts or aural memory and imitation
	• developing physical coordination
	• playing and/or singing pieces or excerpts
	• playing and/or singing rhythms and rhythm patterns
	• playing chords and chord patterns
	• playing and/or singing melodies
	• systematic fingering patterns
	• bowing techniques to achieve good finger action, bowing movements and smooth bow changes
	• systematic hand and foot patterns
	• systematic plucking, picking and strumming patterns
	• vocal and breath exercises to achieve consistent pitch, articulation and breath control
	• drumming exercises for hands, sticks, mallets, brushes and beaters
	• working effectively with an instrumental or vocal tutor
	• personal practice
	• coaching others
	• performing with other artists
	• observing and listening to the performance of others
	• exercises, such as:
	  • simple major and harmonic scales and arpeggios
	  • pentatonic scales
	  • common modes
	  • simple major and minor triads/chords
	  • rhythm patterns
	  • improvisation within established musical parameters
	• breath control.

Facility with instrument or voice	• intonation • breathing

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RANGE STATEMENT	
may involve:	• embouchure • pedalling • bowing/strokes • fingering • tonguing • tone and articulation • vibrato • phrasing • microphone technique • diction • posture • plucking.
OHS principles may include:	• industry practice and legislation • posture • appropriate hearing and volume levels for self and others • electrical hazards • length of performance and practice sessions • preventative practice against overuse injury.
Relevant personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • sound engineer.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

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Co-requisite units

Co-requisite units		

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CUSMPF302A Prepare for performances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use practice time to prepare for 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	Musicians and vocalists apply the skills and knowledge outlined in this unit. Effective preparation involves not only practising the pieces to be performed, but applying strategies to overcome performance anxiety and ensuring due regard for personal health and safety considerations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 performance requirements	1. Discuss ***performance requirements*** with ***appropriate personnel*** 2. Confirm own role and level of responsibility in relation to performances 3. Obtain required ***resources*** in a timely fashion and in line with level of responsibility
Practise instrument and/or act	4. Maintain personal practice to achieve the required standard for rehearsals and performance 5. Develop technical facility and address performance issues and weaknesses during private practice sessions 6. In consultation with appropriate personnel, develop interpretation of music to be performed 7. Participate in rehearsals as required and adjust performance techniques in response to feedback from others 8. Listen critically to own performance and the performance of others to inform own work 9. Respond to other players and adjust own performance in ensemble as required
Observe OHS principles in private practice	10. Establish practice routines to ensure correct posture and movement to minimise strain on the body 11. Ensure that practice sessions are of a suitable length to avoid fatigue and mental or physical stress

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ELEMENT	PERFORMANCE CRITERIA
	12. Perform warm-up exercises as part of practice routines 13. Apply principles of OHS in physical stance and posture during practice sessions and performance 14. Plan and take reasonable breaks for refreshment and relaxation
Use body effectively and safely	15. Assess and monitor body to realise its own potential and limitations and to maximise performance 16. Avoid danger of injury both to self and others through controlled use of body to maximise performance 17. Note possible stresses and strains of activity on specific parts of the body and take suitable preventative measures to minimise them 18. Where damage is done or suspected, seek advice promptly from appropriate sources and take recommended remedial action
Implement strategies to overcome the effects of performance anxiety	19. In consultation with appropriate personnel, identify the symptoms and likely causes of performance anxiety 20. Identify and implement a range of ***strategies*** to overcome performance anxiety to suit own needs and circumstances 21. Evaluate the effectiveness of strategies used to overcome performance anxiety and modify those strategies as required

Required Skills and Knowledge

Required knowledge

• broad understanding of:
  • repertoire relevant to the selected instrument
  • musical terminology
  • acoustic principles relevant to selected instrument or voice
  • instrument parts, applications, range, capabilities, care and maintenance
  • performance and instrumental protocol and customs in selected musical style and repertoire
  • impact of different performance environments on musical outcomes
  • chosen genres and their musical forms and conventions in performance
  • chord and melodic formulae in area of specialisation
• issues and challenges that arise in the context of preparing for performances

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Required knowledge
• OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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 personal practice time to reach the standard required for performances • respond positively to constructive feedback on own performance • take account of personal health and safety considerations during practice sessions • communicate effectively with others involved in practice sessions or rehearsals.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • 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: • direct observation of candidate in practice sessions or rehearsals • testimonial from individual tutors • video or audio recordings of candidate in practice sessions or rehearsals • written or oral questioning to assess knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues associated with preparing for performances, including personal health and safety considerations.

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EVIDENCE GUIDE	
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF301A Develop technical skills in performance • CUSMPF303A Contribute to backup accompaniment • CUSMPF304A Make a music demo • CUSMPF401A Rehearse music for group performances • CUSMPF404A Perform music as part of a group • CUSMPF406A Perform music as a soloist.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 requirements may include:	• time • venue • length of performance • rehearsals • private practice time • content • ensemble pieces • solos • dress standards.
Appropriate personnel may include:	• client • musical director • producer • performer • mentor • teacher • coach • tutor

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RANGE STATEMENT	
	• conductor • agent • medical personnel • psychologist.

Resources may include:	• instruments
	• instrumental accessories:
	  • reeds
	  • strings
	  • plectrums
	  • mouth pieces
	  • sticks, mallets, brushes and beaters
	  • stands
	  • pedals
	  • microphones
	  • amplifiers
	  • samplers
	  • mixers
	  • enhancers
	• sheet music
	• music scores
	• music stands.

Strategies to overcome performance anxiety may include:	• focussing on a single element or action at a time
	• relaxation techniques, such as:
	  • meditation
	  • imagery/conscious visualisation
	  • affirmations
	  • stretching
	  • deep breathing
	  • light aerobic exercises
	• focussing on patterns rather than individual notes
	• warm-up routines.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF303A Contribute to backup accompaniment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform for an audience as part of a backup group. In this performance context well-developed interpersonal communication skills are essential to ensure effective collaboration. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Members of backup groups apply the skills and knowledge outlined in this unit. In addition to proficiency in their chosen instrument, they need to think on their feet during performances to ensure that their contribution to backup accompaniment complements the performance of soloists and blends with that of other group members. Higher level skills associated with developing repertoire are covered in: • CUSMPF403A Develop repertoire as part of a backup group.

Licensing/Regulatory Information

Not applicable.

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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 to perform backup accompaniment	1. Confirm expected performance outcomes with ***relevant personnel*** 2. Confirm own contribution, ensuring that the part is within own technical and artistic level of performance 3. Use personal practice time before combined rehearsal period begins to achieve the required performance standard 4. Take ***direction*** from and give support to performers during rehearsals 5. Seek feedback on own performance from relevant personnel and adjust performance techniques
Perform backup accompaniment	6. Perform own part in line with agreed performance outcomes 7. Ensure that own contribution enhances the performance

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ELEMENT	PERFORMANCE CRITERIA
	and complements the inherent qualities of performers 8. Maintain energy levels, concentration and focus throughout the performance 9. ***Listen*** critically to own and others' performance and adjust playing to achieve the required sound 10. Ensure that own conduct and appearance are appropriate to the performance context 11. Adjust volume of playing consistently to the needs of performers and context of performance 12. Take and give cues reliably, promptly, accurately and sensitively 13. Contribute to maintaining a consistent balance between performers and backing
Evaluate performance	14. Contribute to evaluation of the performance of performers in a sensitive, constructive and unbiased way 15. Evaluate own performance as a backup accompanist and note areas for future improvement 16. Seek feedback on own performance from relevant personnel and incorporate suggestions into overall ***strategies*** for improving own backup accompaniment skills

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 music appropriately for performance
  • use appropriate chords and scales, forms, textures or other elements of musical organisation in performance
  • work collaboratively with others to achieve required musical outcomes
• listening skills sufficient to:
  • monitor and adjust intonation as required
  • recognise intervals, chords, scales and chord progressions in selected area of specialisation
  • demonstrate appropriate intonation, dynamics, phrasing, rhythm and expression

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REQUIRED SKILLS AND KNOWLEDGE

to produce the required sound
• initiative and enterprise skills in the context of collaborating with other backup artists to recover faults in live performances with minimum disruption to the audience's listening experience
• learning skills in the context of improving music performance skills and expression through rehearsal
• self-management and planning skills sufficient to:
  • plan practice time prior to performance to improve technical facility
  • allow sufficient time for warm-up prior to performances
  • maintain an appropriate standard of personal presentation
• technical and problem-solving skills sufficient to:
  • use a range of instrumental techniques in selected area of specialisation
  • use a variety of rhythms, time signatures, beat patterns and rhythmic styles relevant to specialisation
  • perform appropriately for the context of venues, available sound forces and the act

Required knowledge

• broad understandingof:
  • solo or group performance protocols and customs
  • industry, repertoire and musical terminology
  • impact of different performance environments on musical outcomes
  • chosen genres and their musical forms and conventions in performance
  • chord and melodic formulae in selected area of specialisation
• issues and challenges that arise in the context of performing backup accompaniment
• OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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 ability to:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• perform proficiently as a member of a backup accompaniment group before an audience on at least three occasions • listen effectively to adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with others involved in performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities to perform backup accompaniment before an audience • appropriate venue with adequate space and acoustic qualities for solo performances • 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: • observation or video recordings of the candidate performing backup accompaniments • written or oral questioning on performance strategies as a member of a backup group • discussion of planning for performances • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in contributing to backup accompaniment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF203A Develop ensemble skills for playing or singing music • CUSMPF204A Play music from simple written notation • CUSMPF301A Develop technical skills in performance • CUSMPF302A Prepare for performances.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• director • producer • performer • mentor • teacher • coach • tutor • conductor • sound engineer.
Directions may be for:	• instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics.
Listening may include:	• responding creatively and sensitively to other performers in ensemble performance • tuning instrument • pattern and sequence recognition and memory • recognising music systems and practices • reproducing sequences from memory.
Strategies may include:	• working with an appropriate tutor • using opportunities to perform as a backup artist • listening critically to a wide range of live and recorded music, focusing on backup • participating in relevant groups or associations • participating in professional development and

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RANGE STATEMENT	
	other learning opportunities to broaden performance knowledge and experience • attending master classes • attending performances • contributing to and participating in festivals and conferences • being involved in a range of music-making activities • practising performance techniques in a range of styles.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF304A Make a music demo

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and produce a music demo. 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 production of music demos in audio or video formats is a common way for musicians and songwriters to promote their work to the public, record companies and media outlets. Individual musicians or band members apply the skills and knowledge outlined in this unit. In this role they organise the recording of music demos, which is a highly collaborative process involving both creative and technical personnel. An understanding of potential avenues for distribution of the final product is essential. Skills associated with the technical side of recording a demo are covered in: • CUSSOU302A Record and mix a basic music demo.

Licensing/Regulatory Information

Not applicable.

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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 a music demo recording	1. Identify the ***purpose*** of the music demo 2. Discuss with ***appropriate personnel*** the image and style of the performance to be recorded and select the most appropriate music 3. Agree on repertoire balance, including original material and covers to be performed 4. Discuss and confirm all details of any creative collaboration with other performers 5. Agree on ***method*** and ***format*** for final recording 6. Allocate ***roles and responsibilities*** in the demo production process 7. Develop a recording plan that takes into account a range of ***factors*** as required
Work collaboratively with recording personnel	8. Collaborate with technical personnel to ensure that instruments and ***equipment*** are set up to avoid undue

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ELEMENT	PERFORMANCE CRITERIA
	interruption during the recording process 9. Communicate positively with session personnel and show awareness of recording protocols and ***conventions***, as well as respect for the skills of others 10. Maintain a constructive working relationship with all involved in the recording to achieve agreed outcomes
Finalise demo recording	11. Listen to and review rough mixes 12. Contribute to the mixing and mastering of the recording as required 13. Review the final mix and discuss and negotiate refinements as required 14. Ensure that the final recording is in the required format for distribution 15. Evaluate the process of producing the demo recording 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 and teamwork skills sufficient to:
  - clearly articulate ideas about the music demo to those involved in the recording process
  - negotiate changes and refinements to the recording in a collaborative manner
  - work constructively with creative and technical personnel involved in the recording
- initiative and enterprise skills in the context of devising the most appropriate repertoire for the music demo
- planning and organisational skills sufficient to develop and implement a plan for producing a music demo
- self-management skills sufficient to:
  - achieve personal goals in relation to the music demo
  - seek expert assistance when problems arise
  - arrive on time to recording sessions
- problem-solving skills sufficient to:
  - assist with troubleshooting technical and artistic problems associated with the

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REQUIRED SKILLS AND KNOWLEDGE
music demo project • improve recording techniques
Required knowledge

• sound understanding of music-related issues, including:
  • styles, genres, musical forms and conventions relevant to the music demo
  • musical and cultural protocols
  • musical performance conventions
  • elements of musical organisation in relation to content of the demo recording
  • recording procedures
  • characteristics and potential of different file formats for editing, production and distribution of the music demo
• issues and challenges that arise when making a music demo
• OHS issues as they relate to recording sessions

Evidence 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 the production of at least two music demos • contribute to decision-making about the final sound of the music demo • work collaboratively on the production of a music demo.
Context of and specific resources for assessment	Assessment must ensure: • access to recording equipment and post-production computers and software • 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

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EVIDENCE GUIDE	
	this unit: • direct observation or video recording of the candidate in recording sessions • evaluation of demo recording plans developed by the candidate • evaluation of authenticated demo recordings made by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues associated with producing music demos.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF302A Prepare for performances • CUSMPF401A Rehearse music for group performances • CUSIND301A Work effectively in the music industry • CUSIND302A Plan a career in the creative arts 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.	
Purpose may include:	• pitching a product at record labels • pursuing work at live music venues • getting work via live music or advertising agencies • getting air play on media outlets • accompanying a funding application • uploading onto music and/or social networking websites

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RANGE STATEMENT	
	• developing media for band or solo artist websites • supporting applications for study and/or remote auditions • expanding a music portfolio • documenting a music project or other creative body of work.
Appropriate personnel may include:	• artists, musicians and performers • audio and sound engineers • broadcasters • producers • post-production personnel • program managers • camera operators.
Method may include:	• live to two-track stereo • live multi-tracking • multi-tracking with click • combination live recording and prerecorded samples • recording to analogue tape • recording to hard disk or digital tape • remixing existing music • video • using music production software for mixing and mastering.

Format may include:	• compact disc (CD)
	• audio file formats for upload and distribution within virtual environments and/or onto relevant media players, such as:
	  • MP3
	  • WAV
	  • AIFF
	• audiotape
	• video:
	  • digital (high resolution)
	  • digital (compressed for online environment)
	  • analogue.

Roles and responsibilities may include:	• recording engineer • mixing engineer

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RANGE STATEMENT	
	• mastering engineer • musician • composer and/or songwriter • music software production specialist • producer • project manager • artist manager • venue owner or manager • studio owner or manager • promoter.

Factors may include:	• budget
	• timelines
	• availability of personnel, including:
	  • musicians
	  • sound recordists
	  • sound mixers
	  • post-production personnel
	• promotional materials
	• distribution strategies
	• recording location, including:
	  • live music venue
	  • recording studio
	  • private residence
	• rehearsal requirements
	• number of recording sessions required
	• equipment requirements
	• hire of equipment or venue
	• instruments
	• props
	• costumes
	• make-up.

Equipment may include:	• condenser and/or dynamic microphones • computer and recording software • audio interface - DI converters • tape machines • microphone stands and clips • mixing and mastering software • microphone and other leads • power supplies

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RANGE STATEMENT	
	• hard disk recorder and/or external disk drive.

Conventions may include:	• lead-in procedures
	• verbal cues
	• visual cues
	• for video recordings:
	  • avoiding mannerisms that detract from the performance
	  • using appropriate spontaneous or rehearsed stage movements
	  • maintaining appropriate eye contact with cameras
	  • acknowledging other performers.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF305A Develop improvisation skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform simple musical improvisation in a chosen area. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Musicians who perform improvisation in a range of musical genres and traditions apply the skills and knowledge outlined in this unit. They could be playing simple improvisations as they perform in jazz, blues, classical, folk or rock groups. More complex skills associated with performing before an audience are covered in: • CUSMPF505A Perform improvisation for audiences.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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**
Apply music knowledge to improvisation	1. In a ***learning environment*** develop an understanding of ***musical elements*** that lend themselves to embellishment in the context of improvisation 2. Develop aural-recognition skills sufficient to practise simple improvisation in chosen ***area*** 3. Seek feedback on own skill development from ***relevant personnel*** 4. Listen critically to live and recorded improvised music as a way of exploring different improvisation techniques
Practise improvisation	5. Develop improvisation ***techniques*** in chosen area 6. Improvise around musical elements suited to chosen area 7. Memorise repertoire as required 8. Seek feedback on own skill development from relevant personnel and refine techniques
Perform simple solo	9. Rehearse aspects of ensemble performance as required

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ELEMENT	PERFORMANCE CRITERIA
improvisation	10. Respond accurately to starting ***cues*** 11. Sustain musical impetus in the solo improvisation through dynamic use of musical elements 12. Listen carefully to other performers, respond aurally to their work and adjust own performance appropriately 13. Observe ensemble customs and protocols during performance 14. Provide a clear cue to the ensemble to finish the solo section 15. Seek feedback on own performance from relevant personnel and refine improvisation techniques

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:
  - respond appropriately to aural cues
  - interpret music appropriately for improvisation
  - work collaboratively with others to develop own improvisation skills
  - respond positively to constructive advice from teachers and peers
- self-management and planning skills sufficient to:
  - plan own practice time
  - set realistic personal goals
  - memorise repertoire as required
- initiative and enterprise skills in the context of developing a creative approach to improvisation
- learning skills in the context of improving improvisation skills through practice
- technical skills sufficient to perform simple improvisation on chosen instrument

Required knowledge

- broad understanding of:
  - chosen genres and their musical forms and conventions for improvisation
  - instrumental combinations in selected area of specialisation
  - phrasing and shaping music appropriately

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REQUIRED SKILLS AND KNOWLEDGE
• techniques for expressing appropriate musical nuance • musical elements listed in the range statement • musical vocabulary • issues and challenges that typically arise in the context of developing improvisation skills • OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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: • perform simple solo improvisation in chosen area on a number of occasions • work collaboratively with members of an ensemble when developing improvisation skills.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments • opportunities to perform improvisation as part of an ensemble • 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: • observation of practice and/or performance • written or oral questioning on the music structures of improvisation • video and/or audio recordings of performances or practice sessions • written or oral questioning to test knowledge as listed

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EVIDENCE GUIDE	
	in the required knowledge section of this unit • case studies and scenarios as a basis for discussing issues in performance of improvisation • portfolios or other documentation that demonstrate the processes used in improvisation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMLT301A Apply knowledge of genre to music making • CUSMLT302ADevelop and apply aural-perception skills • CUSMPF301A Develop technical skills in performance • CUSMPF303A Contribute to backup accompaniment.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 environment may include:	• school • college • private tuition • rehearsal.
Musical elements may include:	• melody • chords and chord progressions • intervals • harmony • rhythm • notes • chord-scale relationships • expression

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RANGE STATEMENT	
	• motifs • tone.

Areas may include:	• genre, such as:
	  • blues
	  • folk
	  • rock
	  • jazz
	  • classical
	• any musical instrument
	• voice.

Relevant personnel may include:	• ensemble member • mentor • teacher • coach • tutor • musical director.
Techniques may include:	• variation of previous elements • two-chord progressions • 32-bar standards • arpeggios on chord sequences • note placement • intermediate chord substitution • theme and variation • forward motion • harmonic riffs • forming coherent melodic lines • creating contrasting motif lines • mixing chord tones and scales • single chromatic approaches • double chromatic approaches.
Cues may include:	• verbal • physical gestures • musical.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF401A Rehearse music for group performances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to rehearse for a group 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	Musicians and vocalists in all genres need to rehearse prior to performances. In addition to knowing their repertoire and being able to perform to the required standard, they must also be disciplined enough to arrive at rehearsals on time and participate in a collaborative way with other members of the group. They are also expected to hone their skills in private practice time outside rehearsals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 rehearsals	1. Confirm ***rehearsal requirements*** with ***relevant personnel*** 2. Confirm ***repertoire*** for performance and ***materials and equipment*** required at rehearsals 3. Confirm that rehearsals are of reasonable length and include appropriate breaks to allow for the physical needs of performers 4. Confirm that facilities and equipment provide an environment that is safe and conducive to learning and performance 5. Discuss and negotiate changes to rehearsal arrangements with relevant personnel as required
Prepare own performance for rehearsal in private practice	6. Identify and implement ***strategies for developing rehearsal skills*** 7. Allocate sufficient private practice time to prepare individual performance to the required standard 8. Where required, ensure that sight reading will be performed accurately and to the required standard 9. Develop instrumental or vocal technique to the standard required by the repertoire 10. Identify and remedy areas of deficiency in the

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ELEMENT	PERFORMANCE CRITERIA
	performance repertoire
Participate in rehearsals	11. Attend rehearsals punctually with required materials to hand 12. Respond promptly and accurately to directions as required 13. Take and give cues reliably, promptly, accurately and sensitively 14. Communicate problems or issues that are relevant to the group in a constructive and timely manner, reflecting an understanding of the group and the achievement of rehearsal outcomes 15. Maintain effective eye contact with the director and/or other ensemble players where appropriate to ensure a cohesive performance 16. Discuss stylistic and interpretive questions at appropriate times and in an appropriate manner so as to maintain the flow of the rehearsal and quality of performance 17. Discuss and resolve technical or other problems in a positive and appropriate manner 18. Incorporate relevant advice about own playing as required to advance quality in performance
Perform to the required professional standard in rehearsal	19. Identify, interpret and prepare musical line within the overall work to the standard required for performance 20. Integrate own part within overall presentation to advance best performance outcomes 21. Contribute to a shared response to work and adjust playing to the performing group style 22. Adapt contribution to the performing group and the particular context as required 23. Recognise and support the contribution of other artists appropriately 24. Respect the working methods, personalities and special needs of other performers 25. Harness and pace energy during the process to enable sustained input and consistent performance quality 26. Apply ***listening skills*** to continuously evaluate and adjust own work 27. Apply ***music knowledge*** to enhance own performance
Contribute to a rehearsal culture	28. Prepare own instrument, music and/or equipment in time to meet the demands of the rehearsal schedule 29. Establish and maintain empathy and rapport in

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ELEMENT	PERFORMANCE CRITERIA
	performance with all members of the group to advance performance outcomes 30. Refine own interpretation through appropriate interaction with other performance participants 31. Support all performers to encourage artistic commitment

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 music appropriately for rehearsals and performances
  - recognise and support the contribution of other artists appropriately
  - collaborate effectively with other artists during rehearsals according to agreed schedule
- listening skills in the context of:
  - listening critically to the performance of others
  - listening critically to and adjusting own performance to achieve the required sound
  - recognising intervals, chords, scales and chord progressions in selected area of specialisation
  - responding to other players and adjusting own performance accordingly
- self-management and planning skills sufficient to:
  - plan practice time prior to rehearsals
  - arrive punctually at rehearsals
- initiative and enterprise skills in the context of:
  - experimenting with a variety of musical interpretations
  - understanding and expressing appropriate musical nuance
- learning skills in the context of improving music performance skills and expression through rehearsal and performance
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques in selected area of specialisation
  - tune instrument to achieve intonation
  - use a variety of rhythms and rhythmic styles relevant to specialisation
  - use appropriate chords and scales, forms, textures or other elements of musical

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REQUIRED SKILLS AND KNOWLEDGE
organisation in performance for selected area of specialisation
Required knowledge

• sound knowledge of:
  • range of genres and their musical forms and conventions in performance
  • solo or group performance protocols and customs in selected area of specialisation
  • technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
• issues and challenges that typically arise in the context of rehearsals
• OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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: • perform proficiently on chosen instrument in at least three rehearsals • listen effectively for and adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with other performers to achieve the required standard of performance.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate instruments, equipment and rehearsal space • opportunities to rehearse • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are appropriate for this unit: • observation or video recording of candidate during rehearsals • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • evaluation of documented discussion of time-management strategies with the candidate • relevant samples of artistic work with candidate's evaluation of rehearsal planning • samples of work plans for rehearsal • case studies as a basis for discussion of issues, methods and strategies in rehearsing music for performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF302APrepare for performances • CUSMPF402ADevelop and maintain stagecraft skills • CUSMPF403A Develop repertoire as part of a backup group • CUSMPF404A Perform music as part of a group.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Rehearsal requirements may include:	• duration • frequency • schedule • procedures • pre-rehearsal preparation • venues

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RANGE STATEMENT	
	• musical context • artistic and commercial objectives • other people involved in rehearsals.
Relevant personnel may include:	• performers • ensemble members • presenters • artists • musical directors • conductors • tutors • mentors • sound engineers.
Repertoire may include:	• movements and/or pieces appropriate to the selected instrument • improvisation on specific/harmonic structures • songs and tunes • own original pieces • traditional patterns.
Materials and equipment may include:	• instruments and accessories • scores, charts, tapes and CDs • pencils to make notes or mark music scores • electrical equipment • sound enhancement • music and/or microphone stands • electronic hardware and software for performance relevant to selected area of specialisation • music-recording equipment • special-effects devices.
Strategies for developing rehearsal skills may include:	• listening to and learning from a musical director and performance peers • participating in a range of rehearsals in selected area of specialisation • participating in professional development and other learning opportunities in selected area of specialisation • attending performances in selected area of specialisation • being involved in a range of music-making activities • studying performance techniques in a range of

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RANGE STATEMENT	
	styles in selected area of specialisation.
Listening skills may include:	• tuning instrument • aural imagination to explore interpretation options • pattern and sequence recognition and memory in selected area of specialisation • reproducing sequences from memory • recognising music systems and practices in selected area of specialisation • chords and keys in tonal or other musical systems in selected area of specialisation • listening to own and others' performance in an ensemble to guide and adjust own work • effective musical interaction with other members of the ensemble.

Music knowledge may include:	• repertoire in selected area of specialisation
	• using vocabulary relevant to area of music specialisation
	• instrument knowledge in selected area of specialisation
	• musical forms, systems, practices and customs in selected area of specialisation
	• reading and writing music using written music, sheet music and chord charts relevant to selected area of specialisation
	• interpretation of directions relevant to selected area of specialisation for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	• following solo and ensemble protocols in selected area of specialisation
	• following rehearsal and performance protocols in selected area of specialisation
	• improvisation in performance using aural cues only where relevant to selected area of

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RANGE STATEMENT	
	specialisation • chord and melodic formulae in selected area of specialisation.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF402A Develop and maintain stagecraft skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply a well-developed range of stagecraft skills during 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	Musicians and performers in all genres apply the skills and knowledge described in this unit. Applying an appropriate range of stagecraft skills can lead to audiences having a more enjoyable and entertaining experience. An essential feature of stagecraft skills is the ability to engage with audiences - whether through dialogue, movement or gestures. A performer's image and reputation are often linked to the way they approach performances, not just with their ability to play an instrument or sing. More complex skills associated with leading a group in the area of stagecraft are covered in: • CUSMPF602A Manage stagecraft aspects of performances.

Licensing/Regulatory Information

Not applicable.

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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**
Develop stagecraft skills	1. In consultation with ***relevant personnel***, identify appropriate ***learning*** and stage experience opportunities to develop ***stagecraft skills*** relevant to area of music performance 2. Identify own strengths and weaknesses and determine ***strategies*** to develop stagecraft skills in line with personal goals 3. Plan stage image, including use of ***technology***, to present a coherent and appropriate image that enhances performances 4. Use rehearsal, stage opportunities and private practice to develop stagecraft skills
Apply stagecraft skills	5. Present performance confidently and unselfconsciously 6. Avoid mannerisms and facial expressions that distract

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ELEMENT	PERFORMANCE CRITERIA
	attention from the performance and the image being projected 7. Maintain appropriate eye contact with audience and use gesture appropriately 8. Maintain performance energy and flexibility using appropriate spontaneous or rehearsed stage movements 9. Pace performance to allow adequate energy output for the duration of performance 10. Respond flexibly to the unexpected on stage or front of house, to maintain the flow and integrity of performances 11. Interact cooperatively with other performers on stage and acknowledge their work appropriately 12. Communicate effectively with audiences before, between and after performances 13. Acknowledge applause in a manner that is appropriate to the context and sensitive to other performers
Maintain stagecraft skills	14. Evaluate own stagecraft to improve performance and to broaden and enhance skills in line with personal goals and career aspirations 15. Seek and use feedback from peers and leaders to improve performance and broaden and refine stagecraft skills 16. Seek and use relevant publications, work and/or study opportunities in specific aspects of stagecraft 17. Discuss perceived problems in developing stagecraft skills with relevant personnel to add value to performance and stage communication
Maintain stage fitness	18. Use appropriate strategies to maintain stage fitness and to counter possible damage from practice, rehearsal and performance, and/or lifting and carrying 19. Plan adequate rest breaks to maintain work performance and to counter stress and anxiety
Avoid occupational hazards	20. Identify and use appropriate mental and physical warm-up and warm-down exercises for all practice sessions, rehearsals and performances 21. Verify safe sound levels and use strategies for controlling the length of exposure to protect hearing 22. Perform in smoke-free environments wherever possible 23. Identify the physical risks of carrying equipment and use safe lifting practices to avoid injury

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ELEMENT	PERFORMANCE CRITERIA
	24. Apply healthy posture habits in practice, rehearsal and performance to maintain muscular and skeletal strength, avoid overuse injury, and prolong performing career 25. Report injuries or symptoms according to designated procedures, or seek medical advice promptly

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:
  - seek and use feedback from peers and leaders to improve stagecraft skills and performance
  - appropriately recognise and support the contribution of other artists
  - working creatively with individual differences
  - interact and collaborate with other artists to achieve required performance outcomes
- listening skills sufficient to:
  - listen critically to the performance of others and respond appropriately
  - listen critically to and adjust own performance to achieve required outcomes
- initiative and enterprise skills in the context of:
  - using original and innovative approaches in stage performances
  - understanding and expressing appropriate dramatic nuance
  - taking venue and style of show into account when performing
  - engaging with audiences in ways that entertain and enhance people's overall experience
- learning skills in the context of accessing opportunities to improve stagecraft skills
- self-management skills sufficient to:
  - observe protocols appropriate to the genre, style and context of performance
  - maintain an appropriate standard of stage presentation relevant to the area of specialisation
- technical and problem-solving skills sufficient to use:
  - body appropriately in movement and breathing to enhance stage performance
  - instrument and performing spaces, dress, make-up and props in ways that enhance the overall performance

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REQUIRED SKILLS AND KNOWLEDGE
• stage equipment and technology to enhance stage performance • techniques to control and enhance stage movement
Required knowledge

• sound knowledge of:
  • range of genres and their musical forms and conventions in performance in selected area of specialisation
  • solo or group performance protocols and customs in selected area of specialisation
  • technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
• issues and challenges that arise in the context of applying stagecraft skills to performances
• OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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 and apply a range of stagecraft skills appropriate to the style of performance on at least three occasions • communicate effectively with audiences.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities to perform before an audience • 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:

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EVIDENCE GUIDE	
	• observation or video recording of candidate during performances • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • evaluation of documented or recorded discussion with candidate about personal career goals and the role stagecraft skills play in those • case studies as a basis for discussion of issues, methods and strategies associated with developing and maintaining stagecraft skills.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF401A Rehearse music for group performances • CUSMPF404A Perform music as part of a group • CUSMPF406A Perform music as a soloist • CUSMPF505A Perform improvisation for audiences.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• performers • ensemble members • presenters • musical directors • stage directors • peers • conductors • tutors • mentors • technical crew.

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RANGE STATEMENT	
Learning may take place through:	• tutoring • mentoring • coaching • work experience • shadowing • structured or formal training • evaluating the work of others • continuing evaluation of own work • peer and audience feedback.
Stagecraft skills may include:	• interaction with audiences • make-up and hair • posture • dress • movement • interaction with other performers • facial expressions • way of holding instruments or equipment, such as microphones • effective use of performance space and props.
Strategies for developing stagecraft skills may include:	• working with a class or individual tutor • participating in professional development and other learning opportunities • participating in relevant groups or associations • studying the performance of others • communicating with peers • participating in professional forums • contributing to, and participating in, paid or amateur stage movement opportunities • being involved in a range of stagecraft activities.
Technology may include:	• special-effects devices • lighting and lighting equipment • sound equipment • staging equipment • props.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF403A Develop repertoire as part of a backup group

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to select and rehearse repertoire as part of a backup group. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Musicians and vocalists who perform in backup groups apply the skills and knowledge outlined in this unit. Typically they are supporting solo artists and could be performing in any genre. In addition to contributing to the selection of repertoire and being able to perform to the required standard, they must also be disciplined enough to arrive at rehearsals on time and participate in a collaborative way with other members of the group. They are also expected to hone their skills in private practice time outside rehearsals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 backup requirements	1. Confirm overall performance ***requirements*** in consultation with ***appropriate personnel*** 2. As required, become familiar with work of solo artist for whom backup is being provided 3. Confirm number and type of ***performers*** required in the backup group 4. Participate in organising members of backup group as required 5. Confirm nature and extent of own contribution to the backup group 6. Confirm timetable leading up to performance so that sufficient notice is given to colleagues and adequate private practice and rehearsal time is allocated
Select repertoire	7. Collaborate with appropriate personnel to select a range of items suited to the ***purpose*** of the performance and

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ELEMENT	PERFORMANCE CRITERIA
	solo artist's style 8. Discuss ***pros and cons*** of items and agree on a program that provides balance and variety in line with performance requirements 9. Obtain final sign-off on program as required
Rehearse repertoire	10. Use personal practice time to develop own instrumental or vocal technique to the standard required by the repertoire 11. Attend rehearsals punctually with required materials to hand 12. Perform repertoire pieces together as a group with solo artist as required 13. Discuss stylistic and interpretive questions at appropriate times and in an appropriate manner so as to maintain the flow of rehearsals and quality of performance 14. Discuss and resolve technical or stagecraft issues in a positive and appropriate manner 15. Incorporate relevant advice about own performance as required to advance quality in performance 16. In collaboration with other members of the group identify areas that need to be improved and incorporate into personal practice sessions and rehearsals 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 teamwork skills sufficient to:
  • discuss repertoire requirements in a collaborative manner
  • collaborate effectively with other musicians and performers during rehearsals
  • provide constructive feedback on group performances to other members of the group
  • respond positively to constructive feedback on own performance in the group
• listening skills in the context of:
  • listening critically to the performance of others
  • listening critically to and adjusting own performance to achieve the required

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REQUIRED SKILLS AND KNOWLEDGE
sound • responding to other players and/or vocalists and adjusting own performance accordingly • self-management and planning skills sufficient to: • plan practice time prior to rehearsals • arrive punctually at rehearsals • initiative and enterprise skills in the context of contributing to the development of repertoire that best meets the requirements of performances • learning skills in the context of: • improving music performance skills and expression through rehearsal • extending repertoire knowledge • technical skills sufficient touse a range of techniques on chosen instruments
Required knowledge
• sound knowledge of: • range of genres and their musical forms and conventions in performance • solo or group performance protocols and customs in area of specialisation • technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation • issues and challenges that arise in the context of developing repertoire as part of a backup group • OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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: • contribute to the selection of repertoire for at least three performances where the candidate is a member of a backup group • work cooperatively with members of a backup group to prepare for performances

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EVIDENCE GUIDE	
	• communicate effectively with other performers to achieve the required standard of performance.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate instruments, equipment and rehearsal space • opportunities to rehearse • 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: • observation or video recording of rehearsals where the candidate is a member of a backup group • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • samples of work plans for rehearsals • case studies as a basis for discussion of issues and challenges that arise in the context of developing repertoire as part of a backup group.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF302APrepare for performances • CUSMPF401A Rehearse music for group performances • CUSMPF402ADevelop and maintain stagecraft skills • CUSMPF404A Perform music as part of a group.

Range Statement

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

Requirements may include:	• time
	• venue
	• length of performance
	• content
	• ensemble size
	• improvisation
	• stagecraft aspects, including:
	  • movement and actions
	  • dress
	  • make-up and hair styling
	  • special effects
	  • audience interaction
	• resources, including:
	  • instruments
	  • instrumental accessories
	  • sound equipment
	  • microphones
	  • sheet music
	  • music scores
	  • music stands.

Appropriate personnel may include:	• solo artist • musical director • producer • performer • technical crew • mentor • teacher • coach • tutor • conductor • agent.
Performers may include:	• instrumentalists • vocalists • electronic music performers.
Purpose of the performance may be for:	• general public • entertainment • concert • dance • corporate purposes

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RANGE STATEMENT	
	• cultural purposes • marketing and promotion • a specific age group • educational purposes • schools or other institutions • special communities • special occasions • public and/or religious ceremonies • auditions • audio or video recordings.
Pros and cons of items may include:	• technical facility required to perform items • ability of group members to perform pieces • length of item • potential for showcasing solo artist • potential for providing a varied program • potential for audience participation.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF404A Perform music as part of a group

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform music for an audience as part of a group. Performing in a group is a highly collaborative undertaking, so group members need well-developed interpersonal communication skills in addition to their technical and musicianship skills. They must support each other during performances and be willing to work together on improving the overall performance of the group. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists who perform as members of a group in all musical genres apply the skills and knowledge described in this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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**
Perform warm-up routine	1. Check instrument and other materials required for the performance to ensure their reliability in performance 2. Tune instrument to ensure required pitch throughout the performance and minimal interruption for further tuning 3. Warm up for the performance to ensure that sound production is secure before beginning the performance 4. Use ***relaxation techniques*** to overcome performance anxiety as required
Perform work	5. Maintain concentration and focus throughout the performance 6. Meet the technical and interpretive requirements of the music and the staging requirements of the performance 7. Apply ***music knowledge*** to enhance performance outcomes 8. Monitor instrument tuning and adjust appropriately during the course of the performance with minimal interruption to the flow of the work

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ELEMENT	PERFORMANCE CRITERIA
	9. Use a performing style that is appropriate to the context of the music and the performance 10. Respond flexibly and effectively to contingencies to maintain the integrity of the performance 11. Interact considerately and constructively with stage management and other artistic, venue, studio and organisational staff as required
Perform in a group	12. Respond promptly and effectively to musical, stage or studio direction 13. Sustain the musical line and/or harmony in ensemble as required by the style and context of the performance 14. Demonstrate balance in dynamics and style with other players 15. Respond effectively and with empathy to other performers and to the music-making process throughout the performance 16. Perform music entries and exits consistent with the style of music and as agreed with other players
Interact with other performers	17. Contribute to a cohesive performance by taking and giving cues reliably, promptly, accurately and sensitively 18. Synchronise own playing with that of other performers 19. Demonstrate respect for other performers' work using positive and constructive communication in verbal and body language 20. Contribute constructively to the dynamics of the group to ensure best performance outcome 21. ***Listen*** critically to own and others' performance and adjust playing as necessary to achieve the required sound
Evaluate performance	22. With other members of the group, measure the performance against previous work to assess technical and artistic development 23. Discuss weaknesses and errors in the performance and collaboratively identify remedies for improvement in the ensemble 24. Evaluate repertoire choice and programming to determine suitability for the group's technical standard and style as well as the overall musical balance in the program 25. Collaboratively and constructively assess the role of individual performers for ensemble balance and for

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ELEMENT	PERFORMANCE CRITERIA
	future performance possibilities 26. Constructively evaluate the group's stage presentation, posture, dress and movement individually and collectively and determine possible improvements 27. Analyse audience reaction to determine ways in which communication with the audience can be improved or special audience needs can be met more effectively 28. Collaboratively and constructively plan ***strategies*** for refining group performance and ***technical skills*** based on outcome of evaluations

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 music appropriately for performances
  - collaborate effectively with other artists and technical personnel involved in performances
  - provide constructive feedback on group performances to other members of the group
  - respond positively to constructive feedback on own performance in the group
- listening skills in the context of:
  - listening critically to and adjusting own performance to achieve the required sound
  - recognising intervals, chords, scales and chord progressions in selected area of specialisation
  - demonstrating appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound
  - responding to other players and adjusting own performance accordingly
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques in selected area of specialisation
  - tune instrument to achieve intonation
  - use a variety of rhythms, time signatures, beat patterns and rhythmic styles relevant to specialisation
  - use a variety of scales, chord sequences and music systems in selected area of

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REQUIRED SKILLS AND KNOWLEDGE

specialisation
• learning skills in the context of using feedback to identify strengths and weaknesses in technique to improve own technical facility
• self-management and planning skills sufficient to allow sufficient time for warm-up prior to performances
• initiative, enterprise and creativity in the context of:
  • demonstrating originality and innovative approaches in interpretation within the requirements of the group
  • extending musical boundaries in performance for self and audience within the performance context
  • phrasing and shaping music appropriately
  • understanding and expressing appropriate musical nuance
  • achieving own individual style of musical expression
  • performing appropriately for the context of venues, sound forces and perceived audience taste
  • performing in a variety of instrumental combinations

Required knowledge

• music knowledge:
  • repertoire knowledge in selected area of specialisation
  • musical terminology, systems, elements and genres
  • musical styles in selected area of specialisation
  • group and solo performance protocols and customs
• issues and challenges that arise in the context of performing music as part of a group
• OHS principles as they apply to performing:
  • relevant legislation
  • policies and best practice relevant to particular performance contexts
  • preventative practice against overuse injury and hearing damage
  • correct posture

Evidence 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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • perform proficiently as a member of a group before an audience on at least three occasions • listen effectively to adjust intonation and nuance in performance • apply interpretation and expression skills • collaborate effectively with other members of the group during performances • participate constructively in evaluations of group performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities for musical collaboration in performances before an audience • appropriate venue with adequate space and acoustic qualities for solo performances • 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: • observation or video recordings of performances in which the candidate is a member of a performing group • written or oral questioning on performance strategies • discussion of planning for group performances • authenticated details of relevant courses or training sessions • authenticated details of relevant artistic and/or commercial achievements • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of methods, strategies and other issues in group performances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • CUSMPF302A Prepare for performances • CUSMPF401A Rehearse music for group performances • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF403A Develop repertoire as part of a backup group • CUSMPF405A Develop instrumental 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.	

Relaxation techniques may include:	• mind to muscle:
	  • meditation
	  • imagery/conscious visualisation
	  • affirmations
	• stretching
	• deep breathing
	• light aerobic exercises.

Music knowledge may include:	• repertoire
	• instruments
	• music analyses and research in selected area of specialisation
	• musical forms, systems, practices and customs
	• reading and writing music using written music, sheet music and chord charts
	• interpretation of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre

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RANGE STATEMENT	
	• attack • pitch • tempi • dynamics • solo and ensemble protocols for rehearsals and performances • improvisation in performance using aural cues only • chord and melodic formulae.
Listening may include:	• tuning instrument • using aural imagination to develop interpretation • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory • adapting own performance to the overall performance of the group • listening critically to own performance • responding to other players in performance.
Strategies for developing skills may include:	• seeking and using opportunities to perform in ensembles or groups • participating in groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • contributing to and participating in festivals, conferences or other group performance activities • being involved in a range of music-making activities • studying performance techniques in a range of styles.
Technical skills may include:	• applying understanding of instruments and specifications • musical elements in selected area of specialisation • range of techniques to control and enhance group performance skills

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RANGE STATEMENT	
	• technical requirements for ensemble partners in rehearsals and performances.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF405A Develop instrumental techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop instrumental technique across a range of performance repertoire. A commitment to well-planned and regular practice is essential, along with a willingness to act on feedback from colleagues and mentors. 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 builds on CUSMPF301A Develop technical skills in performance. A higher level of competence in areas such as performance preparation, craft skills and musicianship is required of musicians as they prepare to perform in public.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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**
Develop control over instrument	1. Extend control over the physical characteristics and ***range*** of chosen ***instrument*** 2. Produce sound reliably and consistently in line with selected musical style and ***repertoire*** 3. Use control over chosen instrument to perform music proficiently in a range of repertoire in selected musical style
Maintain and care for instrument	4. Use appropriate methods to care for, move, use and store the instrument securely 5. Set up and/or warm up the instrument in preparation for practice and performance 6. Use instrumental ***accessories***, fittings, maintenance and cleaning products to care for the instrument and enhance performance outcomes 7. ***Tune*** the instrument appropriately to the required standard and tuning conventions

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ELEMENT	PERFORMANCE CRITERIA
Use practice time to develop technique	8. In consultation with ***appropriate personnel***, plan practice sessions and ***strategies*** aimed at developing ***techniques*** and overcoming technical challenges 9. Exploit the physical relationship between instrument and player to perform a range of techniques and to develop musical expression 10. Systemically practise pieces using ***exercises*** that develop technical fluency in identified areas of weakness 11. Plan repertoire to advance performance skills 12. Use good posture and appropriate finger, hand and/or body positions to maintain technical facility and healthy performance habits 13. Seek feedback on own skill development from appropriate personnel and adjust focus of practice sessions as required
Perform pieces from a range of repertoire	14. Use activities and physical exercises to perform pieces from a range of repertoire in the selected style of music 15. Listen to the work of professional musicians to determine goals and evaluate own performance against those goals 16. Seek and use advice on skill development in own performance 17. Play pieces and/or accompaniments with rhythmic precision, attention to dynamic range, and variations in technique as required 18. Perform all work following agreed tempi and musical markings where relevant 19. Use technical facility to achieve sound control, accurate intonation, and variations in sound and tone as appropriate

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 music appropriately for performance practice

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REQUIRED SKILLS AND KNOWLEDGE

- analyse and discuss with colleagues musical elements, form and style in selected area of specialisation
- respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to:
  - plan own practice time
  - set development goals
  - identify areas of weakness and plan practice accordingly
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - recognise intervals, chords, scales and chord progressions in selected area of specialisation
  - use appropriate sound and tone production for instrument or voice
  - produce a controlled sound with variations in tone as required
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to selected musical style and repertoire
  - developing an increased awareness of the subtleties and variations of tone colour available on chosen instrument and their use in performance
- learning skills in the context of improving music performance skills and expression through practice
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques on either a first or second instrument
  - tune instrument to achieve intonation
  - play an extensive range of scales, rhythms or chord patterns in selected area of specialisation
  - produce planned sound consistently
  - discriminate and adjust pitch to produce the required sound

Required knowledge

- acoustic principles relevant to selected instrument and area of specialisation
- instrument parts, applications, range, capabilities, care and maintenance
- repertoire relevant to the selected instrument and area of specialisation
- issues and challenges that arise in the context of extending performance technique
- OHS principles as they apply to performing:
  - relevant legislation
  - policies and best practice relevant to particular performance contexts
  - preventative practice against overuse injury and hearing damage
  - correct posture

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Evidence 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 aural discrimination to monitor and adjust own performance to achieve the required sound • demonstrate fluent performance on the selected instrument/voice in selected area of specialisation • learn and practise to improve own performance • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • access to suitable acoustic space • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in instrumental techniques.
Method of assessment	The following assessment methods are appropriate for this unit: • observation of practice or performance • written or oral questioning on technical development strategies, planning and goals • video and/or audio recordings of performances or practice sessions • self-evaluation sheets • samples of work plans for private practice sessions • simulation of a performance practice session • case studies and scenarios as a basis to discuss technical issues, and strategies to deal with them, in performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF302A Prepare for performances

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EVIDENCE GUIDE	
	• CUSMPF303A Contribute to backup accompaniment • CUSMPF305A Develop improvisation skills • CUSMPF401A Rehearse music for group performances • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF404A Perform music as part of a group.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 of an instrument may involve:	• tone colour • articulation • physical attributes and components • dynamics, and volume control and contrast • pitch and register • specific effects available using a range of attacks.
Instruments may refer to first or second instruments and may include:	• acoustic or electronic instruments • voice • stringed • keyboards • wind • percussion • brass • plucked.
Repertoire may include:	• pieces appropriate to the selected instrument • improvisations on rhythmic, harmonic or melodic structures • songs and tunes • traditional patterns • own original work.

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RANGE STATEMENT	
Accessories may include:	• reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers.

Tuning an instrument may involve:	• adjusting:
	  • pitch
	  • tone colour
	  • oral tract, including lip pressure and intensity of breath
	  • position of the diaphragm and larynx
	  • sound production
	  • diameter or other instrumental dimensions, such as:
	  • length of strings
	  • tautness of skins
	  • length of tubing or pipes
	  • embouchure
	  • settings of the instrument and relevant accessories
	• using:
	  • appropriate tuning options
	  • tuning keys or other tuning implements, such as tuning forks and electronic tuners
	  • pitch pipes
	  • electronic pitch or frequency controls
	  • other musicians.

Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach

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RANGE STATEMENT	
	• tutor • conductor • sound engineer.
Strategies may include:	• working effectively with an appropriate tutor • practising as a performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.
Techniques may involve developing:	• vocal and instrumental sound production • physical coordination • ability to play rhythms and rhythm patterns • ability to play chords and chord patterns • ability to reproduce pieces from written notation, chord charts and/or aural memory and imitation.
Exercises may include:	• scales • arpeggios • range of triads, chords or rhythms • breathing exercises to achieve good breath control and tone colour • bowing techniques to increase fluency, variety and coordination • embouchure to achieve correct tone production and a well-centred sound • fingering patterns with appropriate phrasing, articulation and dynamics • hand and foot patterns • plucking and picking patterns and exercises • drumming exercises with hands, mallets and beaters • pedalling • vocal exercises to produce clear and even tone, agility and flexibility.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF406A Perform music as a soloist

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform for audiences as a soloist. In addition to technical and musicianship skills, soloists need the confidence and self-assurance to perform live before an audience for short or long intervals. Well-developed stagecraft skills and an ability to engage audiences play a key role in successful solo 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	Instrumentalists and vocalists who perform as soloists in all musical genres apply the skills and knowledge described in this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Perform warm-up routine	1. Ensure that music is fully rehearsed to the required performance standard 2. Check instrument and other materials required for the performance to ensure their reliability in performance 3. Ensure accurate tuning of instrument where relevant 4. Warm up for the performance to ensure that sound production is secure from the beginning of the performance 5. Use ***relaxation techniques*** to overcome performance anxiety as required
Execute solo elements of performance	6. Apply ***music knowledge*** to enhance performance outcomes 7. Demonstrate imagination and innovation in the musical interpretation to maintain audience focus and attention 8. Use appropriate ***techniques*** to effectively realise performance style 9. Focus expressive skills effectively to engage self, accompanist and audience in the performance 10. Respond promptly and effectively to musical and stage studio direction as required 11. ***Listen critically*** to own and others' performance and continuously adjust own performance to produce the required sound

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ELEMENT	PERFORMANCE CRITERIA
	12. Demonstrate appropriate intonation dynamics, phrasing, rhythm and expression to produce the required sound 13. Sustain the musical line and/or harmony as required in the style and context of performance 14. Where relevant, maintain artistic and technical communication at all times with musical director
Evaluate performance	15. Assess the performance for its success in achieving its potential and incorporate evaluation into future performances 16. Measure performance against previous work to assess own technical and artistic development 17. Identify and note weaknesses and errors in the performance to improve future performances 18. Assess feedback and use for possible adjustment to future work 19. Plan ***strategies*** for refining solo performance and technical skills based on outcome of evaluations

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 music appropriately for performances
  - collaborate effectively with other artists and technical personnel involved in performances
  - work with accompanists to achieve best performance outcomes
- listening skills in the context of:
  - listening critically to and adjusting own performance to achieve the required sound
  - recognising intervals, chords, scales and chord progressions in selected area of specialisation
  - responding to other players and adjusting own performance accordingly
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques in selected area of specialisation
  - tune instrument to achieve intonation

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REQUIRED SKILLS AND KNOWLEDGE
• use a variety of rhythms, time signatures, beat patterns and rhythmic styles relevant to specialisation • use a variety of scales, chord sequences and music systems in selected area of specialisation • learning skills in the context of: • practising strategically to overcome specific technical, expressive or sound-production problems • using feedback to identify strengths and weaknesses in technique to improve own technical facility • self-management and planning skills sufficient to: • plan practice time prior to performances • allow sufficient time for warm-up prior to performances • initiative, enterprise and creativity in the context of: • extending musical boundaries in performance for self and audience within the performance context • phrasing and shaping music appropriately • understanding and expressing appropriate musical nuance • achieving own individual style of musical expression • performing appropriately for the context of venues, sound forces and perceived audience taste
Required knowledge
• music knowledge: • repertoire knowledge in selected area of specialisation • musical terminology, systems, elements and genres • musical styles in selected area of specialisation • group and solo performance protocols and customs • issues and challenges that arise in the context of performing as a soloist • OHS principles as they apply to performing: • relevant legislation • policies and best practice relevant to particular performance contexts • preventative practice against overuse injury and hearing damage • correct posture

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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: • perform proficiently as a soloist before an audience on at least three occasions • listen effectively to adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with others involved in performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities for solo performances before an audience • access to appropriate venue with adequate space and acoustic qualities for solo performances • 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: • observation or video recordings of solo performances by the candidate • written or oral questioning on performance strategies • discussion of planning for a solo performance • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant courses or training sessions • authenticated details of relevant artistic and/or commercial achievements • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of methods, strategies and other issues in solo performance.

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EVIDENCE GUIDE	
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.	

Relaxation techniques may include:	• mind to muscle:
	  • meditation
	  • imagery/conscious visualisation
	  • affirmations
	• stretching
	• deep breathing
	• light aerobic exercises.

Music knowledge may include:	• repertoire
	• instruments
	• music analyses and research in selected area of specialisation
	• musical forms, systems, practices and customs
	• reading and writing music using written music, sheet music and chord charts
	• interpretation of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	• solo and ensemble protocols for rehearsals and performances

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RANGE STATEMENT	
	• improvisation in performance using aural cues only • chord and melodic formulae.
Techniques may include:	• improvisation • ornamentation • specific methods of instrumental attack • performance customs relevant to the style and context of the music in selected area of specialisation • preparing instruments during performance.
Listening critically may apply to:	• tuning instrument • using aural imagination to develop interpretation • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory • adapting own performance to the overall performance of the group.
Strategies may include:	• working effectively with an appropriate tutor • practising as a solo performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • contributing to and participating in festivals and conferences • being involved in a range of music-making activities as a soloist • studying performance techniques of a range of styles in selected area of specialisation • listening critically to a wide range of live and recorded music.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF407A Develop vocal techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop vocal techniques. It covers developing control of the range of scope of own voice, techniques to enhance vocal quality and health, as well as strategies for developing the technical skills required to perform a range of repertoire with confidence. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Vocalists apply the skills and knowledge outlined in this unit. They could be singing in a range of contexts, such as soloists, backup singers or in a choir. More complex skills associated with vocal techniques are covered in: • CUSMPF605A Develop advanced vocal techniques.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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**
Explore the range of own voice	1. In consultation with ***appropriate personnel***, develop an understanding of the ***human voice*** 2. Develop control of the ***range and scope*** of voice and apply to performance 3. Explore ***repertoire*** options that best fit own voice and vocal style
Care for own voice	4. Develop an understanding of ***physical problems*** that can afflict the voice 5. In consultation with appropriate personnel, discuss ***ways*** to avoid physical problems and strategies for addressing problems if they arise 6. Develop regular voice warm-up routines to do prior to practice sessions and performances
Use practice time to	7. In consultation with appropriate personnel, plan practice sessions and ***strategies*** aimed at developing vocal

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ELEMENT	PERFORMANCE CRITERIA
develop vocal techniques	***techniques***, overcoming technical challenges and developing the confidence to perform before an audience 8. Apply ***music knowledge*** to facilitate development of vocal techniques 9. Systemically practise pieces using ***exercises*** that develop technical fluency in identified areas of weakness 10. ***Memorise*** repertoire to advance performance skills 11. Use good posture and appropriate body positions to maintain technical facility and healthy performance habits 12. Seek feedback on own skill development from appropriate personnel and adjust focus of practice sessions as required
Perform pieces	13. Use activities and physical exercises to sing pieces from a range of repertoire 14. Accurately and confidently perform all work following agreed tempi and musical markings where relevant 15. Use vocal articulation and tone colours to enhance the performance and emotional content of songs
Evaluate own performance	16. Listen to the work of other musicians to set performance goals and evaluate own performance against those goals 17. Act on constructive feedback from relevant personnel on own performance and level of skill development 18. Identify ***ancillary skills*** that would enhance own performance as a singer and plan skill development accordingly

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 music appropriately for performance practice
  • respond appropriately to constructive feedback on own performance
• self-management and planning skills sufficient to:
  • plan own practice time

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REQUIRED SKILLS AND KNOWLEDGE
• setskill-development goals • identify areas of weakness and plan practice accordingly • listening skills sufficient to: • monitor and adjust intonation as required • develop a sense of relative pitch • use appropriate sound and tone production • produce a controlled sound with variations in tone as required • initiative and enterprise skills in the context of producing sounds in a range of ways appropriate to selected musical style and repertoire • learning skills in the context of: • improving vocal techniques and expression through practice • using knowledge of relative pitch to analyse and memorise repertoire • technical skills sufficient touse a range of vocal techniques
Required knowledge
• sound understanding of: • industry and musical terminology • human anatomy and physiology as they relate to the physical process of singing • qualities of vocal production belonging to each register • techniques for caring for the voice • repertoire relevant to area of specialisation • issues and challenges that arise in the context of developing vocal techniques • OHS principles as they apply to singing: • relevant legislation • preventative practice against damage to the voice • correct posture

Evidence 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 ability to: • confidently perform at least three songsthat

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EVIDENCE GUIDE	
competency in this unit	demonstrate an ability to achieve the required sound • do vocal warm-ups and warm-downs • perform a 10-second *messa di voce* • learn and practise to improve own performance • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to suitable acoustic space • 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 practice or performance sessions where the candidate is singing • written or oral questioning on technical development strategies, planning and goals with respect to developing vocal techniques • video and/or audio recordings of performances or practice sessions where the candidate is singing • self-evaluation sheets • samples of work plans for private practice sessions • case studies and scenarios as a basis to discuss issues and challenges that arise in the context of developing vocal techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF302A Prepare for performances • CUSMPF401A Rehearse music for group performances • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF403A Develop repertoire as part of a backup group • CUSMPF404A Perform music as part of a group.

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Range Statement

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

Aspects of the ***human voice*** to consider may include:	• vocal sound production
	• articulation
	• waveforms
	• harmonic content
	• vocal formats
	• pitch
	• singing formats
	• spoken and sung sounds
	• timbre
	• vocal range:
	  • soprano
	  • mezzosoprano
	  • alto
	  • contralto
	  • tenor
	  • baritone
	  • bass
	• register:
	  • flageolet
	  • falsetto
	  • modal.

Range and scope may include:	• vocal weight • vocal tessitura • vocal transition points • tone colour • articulation

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RANGE STATEMENT	
	• control and contrast • dynamics and volume • pitch and register • potential for solo or group performance • potential for singing in different musical styles.
Repertoire may include:	• songs and tunes for solo performance • choral pieces • acapella pieces • improvisations on rhythmic, harmonic or melodic structures • own original work.

Physical problems may include:	• vocal fold problems, such as:
	  • bowed vocal folds
	  • cysts
	  • atrophy
	  • granuloma
	  • paralysis
	  • paradoxical vocal fold motion
	• chronic cough
	• chronic hoarseness
	• laryngeal papilloma
	• muscle function dysphoria
	• reflux
	• vocal nodules
	• vocal papilloma
	• vocal polyps
	• voice misuse.

Ways to avoid physical problems may include:	• conducting vocal warm-ups and warm-downs • not performing when sick • knowing own role well • resting before and after performances • knowing when to stop talking or singing • avoiding the use of performance-enhancing medication • getting help sooner than later if problems start to appear.
Strategies may include:	• working effectively with an appropriate tutor • practising as a performer • participating in relevant groups or associations • participating in professional development and

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RANGE STATEMENT	
	other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.

Techniques may include:	• breathing
	• *messa di voce*
	• articulation, including:
	  • tremolo
	  • vibrato
	  • legato
	  • staccato
	  • accents
	  • gliss
	  • fall-off
	  • ghost note
	  • bend
	• control of dynamics
	• rapid figurations
	• posture
	• projection.

Music knowledge may include:	• repertoire
	• music analyses and research in selected area of specialisation
	• musical forms, systems, practices and customs
	• reading and writing music using written music, sheet music and chord charts
	• interpretation of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	• solo and ensemble protocols for rehearsals and performances
	• improvisation in performance using aural cues

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RANGE STATEMENT	
	only • chord and melodic formulae.

Exercises may include:	• scales
	• arpeggios
	• breathing exercises to achieve good breath control and tone colour
	• exercises for developing techniques, such as:
	  • negotiating one's way through register breaks
	  • modifying vowels at higher pitches
	  • making informed choices about using glottal stops and diphthongs
	  • embellishing a melody
	  • improvising, e.g. scat singing
	  • producing a constant tone on all vowels
	  • comfortably singing wide intervals
	  • correcting vocal faults.

Memorising repertoire may involve:	• melody • lyrics • keys • guide tones • arpeggios.
Ancillary skills may include:	• dancing • acting • applying make-up • hair styling • song writing • playing an instrument • accurately pronouncing a foreign language.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF408A Develop performance techniques on a second instrument

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop performance techniques on an instrument other than the primary instrument. While techniques for playing instruments may be completely different, the underpinning music knowledge that needs to be applied in performance remains the same. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Proficiency in a second instrument provides musicians with the flexibility to play in different combinations and allows a band or ensemble to extend the range of its repertoire.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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**
Explore the range of the second instrument	1. In consultation with ***appropriate personnel***, compare features and characteristics of second ***instrument*** with those of primary instrument 2. Plan development of performance technique in a way that builds on existing ***techniques*** and skills that can be applied to mastering the second instrument 3. Develop control of the ***range and scope*** of instrument and apply to performance 4. Explore ***capability*** of instrument in line with ***repertoire*** requirements
Maintain and care for the instrument	5. Use appropriate methods to care for, move, use and store the instrument securely 6. Set up and/or warm up the instrument in preparation for practice and performance 7. Use instrumental ***accessories***, fittings, maintenance and cleaning products to care for the instrument and enhance performance outcomes

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ELEMENT	PERFORMANCE CRITERIA
	8. ***Tune*** the instrument appropriately to the required standard and tuning conventions
Use practice time to develop performance technique	9. In consultation with appropriate personnel, plan practice sessions aimed at developing techniques and overcoming technical challenges 10. Apply ***music knowledge*** to facilitate development of performance technique 11. Systemically practise pieces using ***exercises*** that develop technical fluency in identified areas of weakness 12. Plan repertoire to advance performance skills 13. Use good posture and appropriate finger, hand and/or body positions to maintain technical facility and healthy performance habits 14. Seek feedback on own skill development from appropriate personnel and adjust focus of practice sessions as required
Perform pieces	15. Use activities and physical exercises to play pieces from a range of repertoire 16. Perform all work following agreed tempi and musical markings where relevant 17. Use appropriate techniques to achieve sound control, accurate intonation, and variations in sound and tone as required
Evaluate own performance	18. Listen to the work of other musicians to set performance goals and evaluate own performance against those goals 19. Act on constructive feedback from relevant personnel on own performance and level of skill development

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 music appropriately for performance practice
  • respond appropriately to constructive feedback on own performance
  • discuss characteristics of different instruments in the context of developing

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REQUIRED SKILLS AND KNOWLEDGE

performance technique on a second instrument
• self-management and planning skills sufficient to:
  • plan own practice time
  • setskill-development goals
  • identify areas of weakness and plan practice accordingly
• listening skills sufficient to:
  • monitor and adjust intonation as required
  • recognise intervals, chords, scales and chord progressions in selected area of specialisation
  • use appropriate sound and tone production for instrument
  • produce a controlled sound with variations in tone as required
• initiative and enterprise skills in the context of producing sounds in a range of ways appropriate to selected musical style and repertoire
• learning skills in the context of:
  • improving music performance skills and expression through practice
  • applying relevant existing skills and knowledge to the task of developing performance technique on a second instrument
• technical and problem-solving skills sufficient to:
  • use a range of instrumental techniques
  • tune instrument to achieve intonation
  • use a variety of rhythms and rhythmic styles relevant to specialisation

Required knowledge

• sound understanding of:
  • industry, repertoire and musical terminology
  • acoustic principles relevant to selected instrument and area of specialisation
  • instrument parts, applications, range, capabilities, care and maintenance
  • issues and challenges that arise in the context of developing performance technique on a second instrument
• OHS principles as they apply to performing:
  • relevant legislation
  • policies and best practice relevant to particular performance contexts
  • preventative practice against overuse injury and hearing damage
  • correct posture

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Evidence 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: • perform at least three pieces that demonstrate an ability to achieve the required sound on an instrument other than the primary one • use aural discrimination to monitor and adjust own performance to achieve the required sound • learn and practise to improve own performance • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instrument and equipment • access to suitable acoustic space • 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 practice or performance sessions where the candidate is playing an instrument other than the primary one • written or oral questioning on technical development strategies, planning and goals with respect to developing performance technique on a second instrument • video and/or audio recordings of performances or practice sessions where the candidate is playing an instrument other than the primary one • self-evaluation sheets • samples of work plans for private practice sessions • case studies and scenarios as a basis to discuss issues and challenges that arise in the context of developing performance technique on a second instrument.
Guidance information for	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
assessment	for example: • CUSMPF302A Prepare for performances • CUSMPF401A Rehearse music for group performances • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF403A Develop repertoire as part of a backup group • CUSMPF404A Perform music as part of a group.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • sound engineer.
Instruments may include:	• acoustic or electronic instruments • voice • stringed • keyboards • wind • percussion • brass • plucked.
Techniques may include:	• bowing • embouchure • plucking and picking

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RANGE STATEMENT	
	• fingering • pedalling • drumming • physical coordination • ability to play rhythms and rhythm patterns • ability to play chords and chord patterns • ability to reproduce pieces from written notation, chord charts and/or aural memory and imitation.
Range and scope of instruments may include:	• tone colour • articulation • physical attributes and components • control and contrast • sound production • dynamics and volume • pitch, register and tessitura • specific effects available using a range of attacks • other acoustic or electronic effects.
Capability of an instrument may include:	• application to a range of music-making activities and outcomes in selected area of specialisation • scope and potential for solo or group performance in selected area of specialisation • adaptability • size of instrument • history in performance and customs of established performance tradition.
Repertoire may include:	• pieces appropriate to the selected instrument • improvisations on rhythmic, harmonic or melodic structures • songs and tunes • traditional patterns • own original work.
Accessories may include:	• reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters • stands • pedals

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RANGE STATEMENT	
	• microphones • amplifiers • samplers • mixers • enhancers.

Tuning an instrument may involve:	• adjusting:
	  • pitch
	  • tone colour
	  • oral tract, including lip pressure and intensity of breath
	  • position of the diaphragm and larynx
	  • sound production
	  • diameter or other instrumental dimensions, such as:
	  • length of strings
	  • tautness of skins
	  • length of tubing or pipes
	  • embouchure
	  • settings of the instrument and relevant accessories
	• using:
	  • appropriate tuning options
	  • tuning keys or other tuning implements, such as tuning forks and electronic tuners
	  • pitch pipes
	  • electronic pitch or frequency controls
	  • other musicians.

Music knowledge may include:	• repertoire
	• instruments
	• music analyses and research in selected area of specialisation
	• musical forms, systems, practices and customs
	• reading and writing music using written music, sheet music and chord charts
	• interpretation of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre

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RANGE STATEMENT	
	• attack • pitch • tempi • dynamics • solo and ensemble protocols for rehearsals and performances • improvisation in performance using aural cues only • chord and melodic formulae.
Exercises may include:	• scales • arpeggios • range of triads, chords or rhythms • breathing exercises to achieve good breath control and tone colour • bowing techniques to increase fluency, variety and coordination • embouchure to achieve correct tone production and a well-centred sound • fingering patterns with appropriate phrasing, articulation and dynamics • hand and foot patterns • plucking and picking patterns and exercises • drumming exercises with hands, mallets and beaters • pedalling.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

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Co-requisite units

Co-requisite units		

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CUSMPF409A Perform music using digital media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform a range of musical pieces using digital media as the vehicle for 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 builds on CUSMPF202A Incorporate music technology into performance. A higher level of competence in skills, such as exploring the potential of the technology and applying the technology, and a higher level of musical aptitude are required of musicians as they prepare their performance with digital media. Musical experience is required to undertake this unit.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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
Generate ideas for performance	1. Plan the scope of improvised and composed musical work for performance 2. Discuss and evaluate the musical effectiveness of work in progress with appropriate personnel 3. Incorporate feedback into preparation of digital media performance
Develop facility with digital media	4. Perform a range of ***techniques*** in musical ways 5. Identify a range of ***sounds*** for incorporation into improvised and self-composed performances 6. Extend control over the technology to build creative ways to use ***digital media*** as the performance instrument 7. Listen to or view recordings of performances that use digital media as the performance instrument 8. In consultation with ***appropriate personnel***, identify ***factors*** that may affect how digital media is used in performance 9. In consultation with appropriate personnel, plan practice sessions aimed at developing technical facility suited to using digital media in performance
Develop appropriate notation	10. Undertake research to identify the range of ways in which music is notated for performance using digital media 11. Incorporate notation into performance using digital

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ELEMENT	PERFORMANCE CRITERIA
	media
Perform a range of pieces	12. Listen to the work of professional musicians to determine goals and evaluate own performance against those goals 13. Seek and use advice on skill development in own performance 14. Play pieces and/or accompaniments with appropriate attention to rhythmic detail and dynamic range, and variations in technique as required 15. Perform all work following notated instructions where relevant 16. Use technical facility to achieve variations in sound and tone as appropriate 17. Display musical aptitude in performance using digital media

Required Skills and Knowledge

Required skills

• musical skills sufficient to:
  • recognise intervals and rhythmic patterns
  • produce a controlled sound with variations in tone as required
  • distinguish pitch and digitally adjust intonation where required
• listening skills sufficient to select and adjust sound and tone as required
• communication, teamwork and organisational skills sufficient to:
  • undertake research into the ways digital media can be used in performance
  • follow written and verbal instructions
  • understand information in equipment and software user guides
  • respond appropriately to constructive feedback on own performance
  • plan own practice time and setskill-development goals
• literacy skills sufficient to:
  • read and understand user manuals
  • read and understand appropriate notation
• learning skills sufficient to:
  • improve skills through practice
  • remain up to date with new versions and applications of digital media
• initiative and enterprise skills in the context of:

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Required skills
• using digital media to produce sounds in a variety of ways • developing increased awareness of subtleties and variations of sound possible through the use of digital media • technical skills sufficient to explore the full range of features of digital media applications in the context of performing music • problem-solving skills sufficient to: • use a range of techniques in performance • produce planned sound consistently • discriminate and adjust sound
Required knowledge
• music knowledge, including musical notation and terminology • industry knowledge, including: • ways in which digital media can be used to perform music • features of standard digital media equipment and related software • repertoire relevant to digital media in performance • challenges that typically arise in the context of performing music using digital media • OHS practices, procedures and standards as they apply to using music 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	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • perform music competently using digital media • respond positively to constructive feedback on own skill development in relation to using digital media in performance.
Context of and specific resources for assessment	Assessment must ensure: • access to digital media, including related software • access to suitable acoustic space • use of culturally appropriate processes, and

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EVIDENCE GUIDE	
	techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in application of digital media through performance.
Method of assessment	The following assessment methods are appropriate for this unit: • direct observation or video recordings of candidate using digital media in practice sessions or performances • testimonial from individual tutors • written or oral questioning to assess knowledge as listed in the required knowledge section of this unit • self-evaluation sheets • samples of work plans for practice sessions • case studies and scenarios as a basis for discussing technical issues and strategies to deal with them in performance.
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.	
Techniques may include:	• digitally-generated sounds • digital manipulation of acoustic sound • musical articulation • musical phrasing • musical shading • improvisation of rhythmic and melodic material • physical coordination.

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RANGE STATEMENT	
Sounds may include:	• any form of sound produced by digital media • instrumental sounds or sequences from MIDI devices, software programs or other devices.
Digital media may include:	• digital audio workstation (DAW) with a range of appropriate software • electronic instruments.
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • sound technician.

Factors may include:	• purpose of performance:
	  • entertainment for the general public
	  • concert
	  • dance
	  • corporate purposes
	  • cultural purposes
	  • marketing and promotion
	  • educational purposes
	  • schools or other institutions
	  • special communities
	  • special occasions
	  • public and/or religious ceremonies
	  • auditions
	  • audio or video recordings for online products or interactive games
	• available personnel
	• available resources
	• available budget
	• client's expectations
	• intellectual property
	• venue and facilities
	• technical parameters, including:
	  • technology constraints
	  • console
	  • platform
	  • bandwidth

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RANGE STATEMENT	
	• memory/RAM • timelines • target audience.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF410A Perform music from written notation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform music from written notation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists who are extending their ability to perform notated music apply the skills and knowledge described in this unit. Through practice and performance they develop expertise in interpreting notated music conventions and using music-reading skills in ways that suit different performance contexts. This unit builds on the skills covered in: • CUSMPF204A Play music from simple written notation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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
Practise notated music	1. Discuss with ***appropriate personnel*** the selection of suitable ***repertoire*** for practice and performance 2. Practise music with accurate interpretation of ***rhythmic***, ***melodic and harmonic structures*** 3. Adhere to the required conventions of ***form and music structures*** 4. Consider interpretation of ***dynamics and expression marks*** 5. Practise accuracy of intonation 6. Seek guidance from appropriate personnel and adjust techniques as required
Present performances of notated music	7. Perform melodic and rhythmic structures of music accurately 8. Perform harmonic structures where required 9. Demonstrate appropriate ***stylistic conventions*** 10. Apply suitable tuning for selected music 11. Adjust and adapt own performance in the context of a group performance as required 12. Recover errors in performance as quickly and effectively as possible

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ELEMENT	PERFORMANCE CRITERIA
Enhance music-reading skills	13. Identify personal strengths and weaknesses as a means of recognising practice goals 14. Explore suitable repertoire for further development 15. In collaboration with appropriate personnel agree on a suitable repertoire for further development of music-reading skills

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:
  - read notated music
  - work cooperatively with other performers and music personnel
- initiative, enterprise and creativity in the context of:
  - interpreting music structures and elements to enhance musical outcomes in performance
  - interpreting creative work from written notation
  - appropriately interpreting expression and stylistic conventions from written music
  - recovering errors with minimal disruption to performance
- problem-solving skills sufficient to:
  - troubleshoot music-reading problems
  - plan work tasks in a logical sequence
- planning and organisational skills sufficient to:
  - implement a private music practice strategy
  - set work and practice goals
- self-management skills sufficient to:
  - prepare self for performance
  - work to personal goals
  - seek expert assistance when problems arise
  - manage private music practice sessions
- learning skills sufficient to improve music-reading skills through practice
- technical skills sufficient to:
  - perform music accurately from written notation in chosen area of specialisation

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REQUIRED SKILLS AND KNOWLEDGE
• interpret chords, scales, melodies, forms, textures or other conventions found within music notation • analyse scales, chord sequences and music systems, rhythms, time signatures and beat patterns of musical organisation relevant to specialisation • apply knowledge of musical forms in area of specialisation to written music
Required knowledge

• sound knowledge of:
  • range of genres and styles and their musical forms and conventions in written notation
  • musical protocols and customs for reading written music in selected area of specialisation
  • repertoire relevant to chosen musical specialisation
  • technical requirements of relevant instruments for accurate and appropriate performance in selected area of specialisation
• issues and challenges that arise in the context of performing music from written notation
• OHS practices, procedures and standards as they apply to using musical instruments and performing in a range of environments

Evidence 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: • perform from written notation on at least three occasions • adhere to the conventions of the selected music • practise music-reading skills on a regular basis.
Context of and specific resources for assessment	Assessment must ensure: • access to a selection of notated music for investigation and performance • access to appropriate instruments, equipment and performance space

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EVIDENCE GUIDE	
	• 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: • direct observation or video recording of the candidate performing music from written notation • authenticated audio recordings of the candidate playing music from written notation • third-party reports from formal practical music examinations • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies as a basis for discussion of issues and challenges that arise in the context of performing music from written notation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF302APrepare for performances • CUSMPF401ARehearse music for group performances • CUSMPF404APerform music as part of a group • CUSMPF406APerform music as a soloist.

Range Statement

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

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RANGE STATEMENT	
	• bandleaders • music conductors • choir leaders.
Repertoire may be:	• classical • jazz • popular music • church • folk • world.
Rhythmic, ***melodic and harmonic structures*** may be:	• key signatures • basic harmonic and melodic structures • grouping of simple rhythmic structures • time signatures, including 2/4, 3/4, 4/4, 5/4, 7/4 3/8, 5/8, 6/8, 7/8, 9/8, 2/2 and 3/2 • note pitch • note duration • accidentals • chords, where appropriate.
Form and music structures may be:	• bar lines • repeats • sign • coda • ties • rests • phrases • ornaments • popular music forms • jazz forms • classical forms.
Dynamics and expression marks may be:	• tempo • volume • accents • phrasing • articulation • special effects.
Stylistic conventions may be:	• tuning systems • interpretation of music devices • approaches to performance conventions within the selected style.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units	

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CUSMPF501A Prepare a program for performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and prepare a program for performance. Extensive repertoire knowledge is required, as well as organisational skills to ensure that all arrangements are in place for performances and sufficient time is allocated to practice and rehearsals. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists apply the skills and knowledge outlined in this unit. They could be responding to a brief from a client for a particular style of performance at an event or they may have responsibility within a company or ensemble for preparing programs.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 performance program	1. Confirm performance ***requirements*** in consultation with ***appropriate personnel*** 2. Apply comprehensive repertoire knowledge to select items that provide a balanced program suited to the ***purpose*** of the performance 3. Select items that are appropriate to performers' level of artistic and technical ability and personal style 4. Confirm timetable leading up to performance so that sufficient notice is given to colleagues and adequate private practice and rehearsal time is allocated 5. Discuss draft program with appropriate personnel, incorporate feedback as required and obtain final sign-off on program for performance
Prepare for performances	6. Confirm nature and extent of own contribution to the performance 7. Obtain required resources in line with allocated budget 8. Maintain contact with the venue to ensure mutual

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ELEMENT	PERFORMANCE CRITERIA
	understanding of each other's requirements 9. Ensure that where required, promotional material communicates the desired impression, and is accurate, current and well-presented 10. Make all arrangements in good time and as efficiently as constraints allow 11. Isolate technically difficult sections of the music and practise systematically, both privately and in rehearsal, to obtain the required standard prior to performance 12. Acquire the required level of familiarity with material prior to performance
Develop interpretation	13. Analyse the music to understand its scope, possibilities and underlying intention 14. Explore a variety of possible interpretations and develop the one most suited to the music and performance context 15. Refine and develop interpretation in ensemble, where required, through affinity in rehearsal with other performers 16. ***Listen*** critically to own and others' performance and adjust playing to achieve the required sound 17. Develop interpretation that is capable of expression within the constraints of own technical ability 18. Demonstrate awareness of the performing space and the audience in interpreting and performing the music 19. Practise techniques for sustaining expressive communication with an audience 20. Seek feedback on own performance from appropriate personnel and adjust practice sessions accordingly

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 music appropriately for performances
  • collaborate effectively with other artists and technical personnel involved in

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REQUIRED SKILLS AND KNOWLEDGE
rehearsals and performances • discuss program requirements in a collaborative manner • listening skills in the context of: • listening critically to and adjusting own performance to achieve the required sound • recognising intervals, chords, scales and chord progressions in selected area of specialisation • responding to other players and adjusting own performance accordingly • technical and problem-solving skills sufficient to: • use a range of instrumental techniques in selected area of specialisation • tune instrument to achieve intonation • use a variety of rhythms, time signatures, beat patterns and rhythmic styles relevant to specialisation • use a variety of scales, chord sequences and music systems in selected area of specialisation • learning skills in the context of: • practising strategically to overcome specific technical, expressive or sound-production problems • using feedback to identify strengths and weaknesses in technique to improve own technical facility • extending repertoire knowledge • self-management and planning skills sufficient to: • plan performance program and practice time prior to performances • allow sufficient time for warm-up prior to performances • demonstrate reliability in all agreed work commitments • initiative, enterprise and creativity in the context of: • phrasing and shaping music appropriately • understanding and expressing appropriate musical nuance • achieving own individual style of musical expression • performing appropriately for the context of venues, sound forces and perceived audience taste
Required knowledge
• acoustic principles relevant to selected instrument and area of specialisation • music vocabulary and terminology • instrument parts, applications, range, capabilities, care and maintenance • repertoire relevant to the selected instrument and area of specialisation • rehearsal and performance protocols • issues and challenges that arise in the context of preparing a program for performance

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REQUIRED SKILLS AND KNOWLEDGE

• OHS principles relevant to particular performance contexts, such as:
  • legislation
  • policies and best practice
  • hearing protection
  • protection of body against overuse injury
  • safe lifting practices
  • performance anxiety

Evidence 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: • prepare a program for performance in response to specific requirements • achieve the required level of performance skills prior to performance • collaborate effectively with others involved in the performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • appropriate venue with adequate space and acoustic qualities for solo performances • 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: • discussion of planning a program for performance • evaluation of draft and final programs prepared by the candidate • written or oral questioning to test knowledge as listed

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EVIDENCE GUIDE	
	in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in planning and preparing a program for performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF401A Rehearse music for group performances • CUSMPF502A Incorporate interactive technology into performance • CUSMPF506A Develop technical skills and expand repertoire • CUSMPF507A Present live audition 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.	

Requirements may include:	• time
	• venue
	• length of performance
	• content:
	  • repertoire
	  • contrasts within the program material
	  • particular stylistic requirements
	  • performance breaks
	  • duration requirements for each piece presented
	  • number of pieces to be prepared
	• ensemble size
	• resources:
	  • instruments

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RANGE STATEMENT	
	• instrumental accessories • sound equipment • microphones • sheet music • music scores • music stands • accompaniment • movement and dress standards.
Appropriate personnel may include:	• musical director • producer • performer • mentor • teacher • coach • tutor • conductor • agent.
Purpose of the performance may be for:	• general public • entertainment • concert • dance • corporate purposes • cultural purposes • marketing and promotion • a specific age group • educational purposes • schools or other institutions • special communities • special occasions • public and/or religious ceremonies • auditions • audio or video recordings.
Listening may include:	• responding creatively and sensitively to other performers in ensemble performance • tuning instrument • pattern and sequence recognition and memory • reproducing sequences from memory • distinguishing stylistic features • instrumental and vocal sound production • aural imagination to develop repertoire and

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RANGE STATEMENT	
	musical material • recognising music systems and practices.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF502A Incorporate interactive technology into performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to incorporate music technology into music performance as a creative tool designed to enhance performance outcomes. Musicians and artists working in this field need a sophisticated understanding of the fusion of music technology and music performance so that they can develop creative and innovative ways to exploit the potential of technology to enhance 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	Technological interactivity in music performances focuses on the increasing use of audio software applications and sensor/gesture-based electronic instruments, which allow performers to manipulate a performance while it is happening. Interactive technology can be applied in all musical genres and styles, from electronic dance music DJs, to solo or ensemble performances, to experimental sound sculptures and installations.

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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**
Generate ideas for enhancing performances through the use of interactive technology	1. ***Undertake research*** to identify the range of creative ***ways*** in which interactive technologies can be applied to music performances 2. Listen to or view recordings of performances where interactive technologies have been used, as a way of generating ideas in relation to own music practice 3. Collaborate as required with ***appropriate personnel*** to ensure that a range of creative ideas are generated for incorporating interactive technology into planned performances

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ELEMENT	PERFORMANCE CRITERIA
	4. Identify ***factors*** that may affect how interactive technology can be incorporated into planned performances and adjust ideas accordingly
Prepare interactive elements	5. Use features of relevant ***software*** and/or electronic devices to generate a sample of interactive elements required for performances 6. Discuss and evaluate the effectiveness of work in progress with appropriate personnel 7. Incorporate feedback and new ideas into the preparation of interactive elements as required 8. Review and test interactive elements and make necessary adjustments to ensure that performances proceed as planned
Integrate interactive elements into performances	9. Incorporate interactive technology elements into own performance in line with agreed plan 10. Respond flexibly and effectively to contingencies to maintain the integrity of the performance 11. Interact considerately and constructively with stage management and other artistic, venue, studio and organisational staff as required 12. Respond promptly and effectively to musical, stage or studio direction 13. Contribute to a cohesive performance by taking and giving cues reliably, promptly, accurately and sensitively
Review performances	14. Assess own contribution to interactive technology aspects of performances in terms of success in achieving the required effect 15. Discuss strengths and weaknesses of performances with appropriate personnel and identify strategies for improving interactive technology aspects of future performances

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- communication and teamwork skills sufficient to:
  - collaborate effectively with other artists and technical personnel involved in performances
  - provide constructive feedback on performances to others involved in performances
  - respond positively to constructive feedback on own performance
- literacy skills sufficient to read and understand software user manuals
- initiative and enterprise skills in the context of:
  - undertaking research into the ways in which interactive technologies can be used in music performances
  - using technology as a creative music tool
- learning skills sufficient to keep up to date with new versions of software applications relevant to incorporating interactive technology into music-based performances
- planning and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
  - plan the creation of interactive elements in a logical sequence
- problem-solving skills sufficient to promptly and effectively rectify sound defects, system failures and mechanical breakdowns
- technology skills sufficient to use industry-standard software applications relevant to incorporating interactive technology into music-based performances

Required knowledge

- industry knowledge, including:
  - musical terminology, systems, elements and genres
  - group and solo performance protocols and customs
  - features of a range of hardware and software tools/packages for automated music production
  - fusion of music technology and music performance
- principles and techniques of incorporating interactive technology into music-based performances, including:
  - manipulating sound to achieve technical and creative outcomes
  - using effects to achieve a range of functional sound requirements
  - automating events, e.g. lighting, sequence playback, sample playback and control of effects
  - compatibility of different digital standards
  - formats and technical standards
- issues and challenges that typically arise in the context of incorporating interactive technology into music-based performances

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REQUIRED SKILLS AND KNOWLEDGE

• OHS principles of:
  • safe listening, including safeguards against hearing loss
  • 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: • demonstrate sound understanding of the fusion of music technology and music performance • develop and present at least two technology-based interactive music performances • collaborate effectively with others involved in the performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and computer workstations, including sound playback facility • 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: • observation or video recordings of performances in which the candidate has been responsible for developing and implementing aspects of interactive technology • written or oral questioning on performance strategies • discussion of principles and techniques of incorporating interactive technology into music-based performances • authenticated details of relevant courses or training sessions

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EVIDENCE GUIDE	
	• authenticated details of relevant artistic and/or commercial achievements • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that typically arise in the context of incorporating interactive technology into music-based performances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMCP501A Compose music using electronic media • CUSMPF404A Perform music as part of a group • CUSMPF501A Prepare a program for performance • CUSMPF602A Manage stagecraft aspects of performances • 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.	

Undertaking research may involve:	• keeping abreast of industry trends through:
	  • searching the internet
	  • reading industry publications
	• keeping up to date with latest developments in:
	  • software applications
	  • sensor or gesture-based electronic musical instruments
	  • emerging technologies
	• attending trade shows
	• participating in conferences and master classes

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RANGE STATEMENT	
	• participating in online discussion forums.

Ways to apply interactive technologies may include:	• creating music with virtual instruments
	• adjusting sounds generated by real instruments
	• adding effects to sounds generated by real instruments
	• using computer interfaces with sensor/gesture based-electronic musical instruments
	• automating events in a music-based performance, including integrating and sequencing:
	  • music
	  • sound effects
	  • voice-overs
	  • visual effects
	  • videos
	  • digital images
	• undertaking virtual sound checks.

Appropriate personnel may include:	• performer
	• ensemble member
	• composer
	• presenter
	• musical director
	• stage director
	• stage manager
	• production manager
	• production supervisor
	• sound engineer
	• technical crew
	• designer:
	  • sound
	  • lighting
	  • costume
	  • make-up and hair
	  • special effects
	• client
	• marketing and promotions personnel
	• artist's agent
	• conductor
	• tutor
	• mentor.

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RANGE STATEMENT	

Factors may include:	• purpose of performance:
	  • entertainment for the general public
	  • concert
	  • dance
	  • corporate purposes
	  • cultural purposes
	  • marketing and promotion
	  • educational purposes
	  • schools or other institutions
	  • special communities
	  • special occasions
	  • public and/or religious ceremonies
	  • auditions
	  • audio or video recordings for online products or interactive games
	• available personnel
	• available resources
	• available budget
	• client's expectations
	• intellectual property
	• technical parameters, including:
	  • technology constraints
	  • console
	  • platform
	  • bandwidth
	  • memory/RAM
	• timelines
	• target audience.

Software applications may include:	• Logic Audio • MAX • Pro Tools • Sibelius • Reason • Ableton Live.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF503A Perform accompaniment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform for audiences as an accompanist. High-level technical skills are required to ensure that the accompaniment matches and complements the performance of solo performers or groups, such as choirs. The ability to collaborate with and support performers during performances 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	Solo accompanists apply the skills and knowledge outlined in this unit. Piano is the primary instrument for accompaniment, but other instruments can be used depending on the nature of a performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 to perform accompaniment	1. Discuss and confirm artistic vision and expected performance outcomes with ***appropriate personnel*** 2. Confirm own status and contribution within the overall concept, ensuring that own artistic and professional integrity are maintained 3. Ensure that accompaniment is within own technical and artistic level of ability 4. Undertake adequate personal practice to achieve the required standard before combined rehearsal period begins 5. Take direction from and maintain support for the principal artists in rehearsals 6. Develop and use ***strategies to overcome the effects of performance anxiety***
Provide accompaniment for performers	7. Ensure that musical content is appropriate to the instrument, context and standard of performers 8. In collaboration with appropriate personnel, apply

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ELEMENT	PERFORMANCE CRITERIA
	music knowledge to adapt music for the content and context of the performance 9. Ensure that accompaniment underpins and enhances the performance 10. Emphasise elements of the music appropriately for the performance 11. Maintain energy levels, concentration and focus throughout the performance 12. Ensure that practice and performance sessions allow for reasonable rest breaks appropriate to the performance context 13. Ensure that rehearsal and performance conditions are safe and ergonomically adequate for correct posture
Provide stimulus and support for performers	14. Continuously monitor and adjust to the needs of the performers' own performance 15. Ensure that accompaniment complements the inherent qualities of performers and follows the overall performance 16. Respond in a sensitive and informed way to the ***technical demands*** of the performance 17. Ensure that accompaniment gives clear and accurate guidance to performers as required and is capable of being reproduced exactly 18. ***Listen*** and adjust volume of playing to the needs of performers and context of activity throughout the performance 19. Maintain balance consistently between performers and accompaniment
Interact with performers	20. Respond sensitively to performers' emotional state 21. Respond sensitively to performers' artistic requirements to ensure planned performance outcomes are achieved 22. Adapt accompaniment to particular methods and styles of performers as required to achieve agreed performance outcomes 23. Ensure that conduct and appearance are appropriate to the performance context 24. Take and give cues reliably, promptly, accurately and sensitively
Evaluate performance	25. Contribute to evaluation of the performance of performers in a sensitive, constructive and unbiased way 26. Evaluate own performance as accompanist and note

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ELEMENT	PERFORMANCE CRITERIA
	areas for future improvement 27. Seek feedback on own performance from appropriate personnel and incorporate suggestions into overall ***strategies for improving own accompaniment skills***

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 music appropriately for performances
  - collaborate effectively with other artists and technical personnel to achieve planned outcomes
  - work with performers to achieve best performance outcomes
- listening skills in the context of:
  - demonstrating empathy with performers
  - listening critically to and adjusting own performance to achieve the required sound and to support performers
  - responding to other players and adjusting own performance in ensemble
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques in selected area of specialisation
  - tune instrument to achieve intonation
  - use a variety of rhythms, time signatures, beat patterns and rhythmic styles relevant to specialisation
  - use a variety of scales, chord sequences and music systems in selected area of specialisation
- learning skills in the context of:
  - using feedback to identify strengths and weaknesses in technique to improve own technical facility
  - extending repertoire knowledge
- self-management and planning skills sufficient to:
  - plan practice time prior to performance to improve technical facility
  - allow sufficient time for warm-up prior to performances
  - maintain an appropriate standard of personal presentation
- initiative, enterprise and creativity in the context of:

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REQUIRED SKILLS AND KNOWLEDGE
• supporting performers to deal with contingencies during performances • phrasing and shaping music appropriately • understanding and expressing appropriate musical nuance
Required knowledge

• music knowledge:
  • repertoire knowledge in selected area of specialisation
  • musical terminology, systems, elements and genres
  • musical styles in selected area of specialisation
  • group and solo performance protocols and customs
• issues and challenges that arise in the context of performing as an accompanist
• OHS principles as they apply to performing:
  • relevant legislation
  • policies and best practice relevant to particular performance contexts
  • preventative practice against overuse injury and hearing damage
  • correct posture

Evidence 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: • perform proficiently as an accompanist before an audience on at least three occasions • listen effectively to adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with others involved in performances.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities to accompany performers before an audience

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EVIDENCE GUIDE	
	• appropriate venue with adequate space and acoustic qualities for solo performances • 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: • observation or video recordings of the candidate performing accompaniments • written or oral questioning on performance strategies as an accompanist • discussion of planning for performances • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant courses or training sessions • authenticated details of relevant artistic and/or commercial achievements • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in being an accompanist.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSMPF401A Rehearse music for group performances • CUSMPF410A Perform music from written notation • CUSMPF501A Prepare a program for performance • CUSMPF506A Develop technical skills and expand repertoire.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• artists and performers • directors • composers • conductors • bandleaders • producers • promoters • mentors.

Strategies to overcome the effects of performance anxiety may include:	• focussing on a single element or action at a time
	• relaxation techniques, such as:
	  • meditation
	  • deep breathing
	• focussing on patterns rather than individual notes
	• warm-up routines.

Music knowledge may include:	• repertoire
	• instrument knowledge
	• findings from music analyses and research
	• musical forms, systems, practices and customs
	• music notation
	• interpretation of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	• accompaniment protocols
	• rehearsal and performance protocols
	• chord and melodic formulae.

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RANGE STATEMENT	
Technical demands may involve:	• techniques to control and enhance performance • musical elements and techniques appropriate to style of music making • technical requirements for ensemble partners • technical requirements of relevant instruments.
Listening may include:	• tuning instrument • accurate intonation and stylistic nuance in performance • performance collaboration • needs of performers for support • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory.
Strategies for improving own accompaniment skills may include:	• working with an appropriate tutor and/or coach • private practice • using opportunities to practise as an accompanist with principle performers in selected area of specialisation • participating in relevant groups or associations in selected area of specialisation • participating in professional development and other learning opportunities • attending master classes • attending performances • contributing to and participating in festivals and conferences relevant to area of specialisation • being involved in a range of music accompaniment activities in selected area of specialisation • studying performance techniques in a range of styles in selected area of specialisation • listening critically to a wide range of live and recorded music.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF505A Perform improvisation for audiences

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform improvisation for an audience as part of an ensemble. Critical to the success of performances that involve improvisation is the ability of all members of the group to work collaboratively and creatively together to embellish musical elements of chosen pieces. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Improvisation skills are required by musicians in a range of musical genres and traditions, for example, jazz, blues, classical, folk and rock. Aural awareness and a thorough grounding in the practice of the chosen genre or musical tradition are required so that musicians are in a position to respond intuitively to musical elements as they seek to vary them spontaneously during performances. More complex skills associated with improvisation are covered in: • CUSMPF604A Extend improvisation techniques.

Licensing/Regulatory Information

Not applicable.

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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 ensemble improvisation	1. Confirm ***improvisation requirements*** in consultation with ***relevant personnel*** 2. Agree on strategies for clear communication within the group during the improvisation to allow the music to flow 3. Rehearse aspects of the performance as required
Contribute to the work of ensemble	4. Ensure that own contribution extends and enhances the overall piece 5. Support and enhance the contribution of others to achieve best performance outcomes 6. Make improvisation sensitive to the needs of other performers to stimulate the whole ensemble
Contribute solo	7. Respond accurately to starting ***cues***

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ELEMENT	PERFORMANCE CRITERIA
improvisation	8. Sustain musical impetus in the solo improvisation through dynamic use of ***musical elements*** 9. Maintain stylistic cohesion in the realisation of harmony, melody, and/or rhythm and musical expression 10. Listen carefully to other performers, respond aurally to their work and adjust own performance appropriately 11. Provide a clear cue to the ensemble to finish the solo section 12. Ensure that the duration of the solo section accords with the custom and practice of the group and/or musical style 13. Acknowledge applause according to the custom and practice of the group and/or musical style
Evaluate improvisation	14. Establish measures and methods that contribute to objective assessment for evaluating the success of the work in its context 15. Assess and confirm with appropriate people the extent to which the improvisation has explored fully its potential in terms of content, style and structure 16. Record performances where possible for evaluation purposes 17. Measure performance against previous performances to assess development of self and ensemble 18. Seek and use feedback to adjust performance 19. Analyse performance for its potential contribution to further work 20. Consider strengths and weaknesses to inform future performance

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication, listening and teamwork skills in the context of:
  • responding appropriately to aural and written cues
  • using aural imagination to develop and embellish themes in performance

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REQUIRED SKILLS AND KNOWLEDGE
• working collaboratively with other members of the ensemble • giving and receiving constructive feedback on own performance and that of the group • technical skills in the context of: • demonstrating technical facility with the performance medium • using a range of improvisation techniques and styles in area of specialisation • using a variety of rhythms, time signatures, beat patterns and rhythmic styles in area of specialisation • initiative and creativity in the context of: • demonstrating originality and innovative approaches in improvisation • developing musical themes • listening critically to continuously evaluate and adjust the musical work • phrasing and shaping music appropriately • understanding and expressing appropriate musical nuance • applying appropriate styles or interpretation • working creatively with individual differences • responding appropriately to the unexpected in a live performance situation • self-management and learning skills in the context of: • monitoring and evaluating own improvisations • improving performance through experimentation and practice • responding appropriately to the pressures of performing live
Required knowledge
• music knowledge, including: • well-developed understanding of chosen styles and genres and their musical forms and conventions for improvisation • chord schemes, rhythmic patterns and rhythmic conventions as they apply to improvisation • musical and performance protocols • issues and challenges that arise in the context of performing improvisations • OHS issues as they relate to performing live in a range of venues

Evidence 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

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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: • perform improvisations on at least three occasions using a range of improvisation styles in area of specialisation • respond creatively to cues • use aural imagination to develop musical materials • collaborate effectively with other members of a performance ensemble.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • performance opportunities as part of an ensemble • appropriate venue with adequate space and acoustic qualities • an audience • 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: • observation of performance where the candidate is performing an improvisation • written or oral questioning on the music structures of improvisation • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant artistic and/or commercial achievements • video or audio recordings of performance or practice sessions where the candidate is performing an improvisation • case studies and scenarios as a basis for discussing issues about performing improvisations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • CUSMLT402A Articulate ideas about music • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF506A Develop technical skills and expand repertoire.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Improvisation requirements may include:	• context • purpose • starting point • duration • scope • practice and rehearsal times.
Relevant personnel may include:	• ensemble member • musical director • conductor • sound engineer.
Cues may include:	• verbal • physical gestures • musical.
Musical elements may include:	• melody • chords and chord progressions • intervals • harmony • rhythm • notes • chord-scale relationships • expression • motifs

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RANGE STATEMENT	
	• tone.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF506A Develop technical skills and expand repertoire

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to refine instrumental techniques and expand the range of practical performance repertoire. 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 builds on CUSMPF405A Develop instrumental techniques, and can apply to a first or second instrument. A higher level of competence in areas such as performance preparation, craft skills and musicianship is required of musicians as they seek more performance opportunities. They can be expected to show a real commitment to improving their skills and to expanding their repertoire in ways that allow them to demonstrate higher levels of technical and expressive skills. A willingness to act on feedback from colleagues and mentors is also essential.

Licensing/Regulatory Information

Not applicable.

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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 technical control in performing music	1. Use control of the physical characteristics of chosen ***instrument*** to perform music skilfully 2. Use technical control to exploit the expressive qualities of chosen instrument in performance 3. Control sound production to achieve consistency and reliability in performance across a wide range of repertoire in selected musical style
Maintain and care for the instrument	4. Use appropriate methods to care for, move, use and store the instrument securely 5. Set up and/or warm up the instrument in preparation for practice or performance 6. Use instrumental ***accessories***, fittings, maintenance and cleaning products to care for the instrument and enhance performance outcomes

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ELEMENT	PERFORMANCE CRITERIA
	7. ***Tune*** the instrument appropriately to the required standard and tuning conventions
Use practice time to develop techniques and expand repertoire	8. In consultation with ***appropriate personnel***, plan practice sessions, ***strategies*** and ***exercises*** aimed at extending ***techniques*** and expanding ***repertoire*** 9. Use repertoire or specific technical exercises to address specific ***needs*** 10. Apply developing experience of the physical relationship with the instrument to achieve individual style and extend musical expression 11. Listen to own work critically to produce accurate intonation and tone colour across a wide dynamic range 12. Use good posture and appropriate finger, hand and/or body positions to perfect technical facility and ensure healthy performance habits 13. Monitor progress in skill development against personal goals and adjust practice sessions accordingly
Apply refined skills to perform a wider range of pieces	14. Interpret music appropriately to play a range of repertoire for solo and ensemble performance using appropriate rhythm, expression and tuning 15. Use a variety of instrumental techniques to perform a range of repertoire appropriate to the selected area of music specialisation 16. Control intonation, rhythm, tempo, expression, phrasing and nuance appropriate to the repertoire and musical style 17. Evaluate own performances and note areas for future improvement 18. Seek feedback on own performance from appropriate personnel and incorporate their ideas and suggestions into strategies for continuously improving own skills and knowledge

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE

- communication, teamwork and organisational skills sufficient to:
  - interpret music appropriately for performance practice
  - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to:
  - plan own practice time
  - set development goals
  - identify areas of weakness and plan practice accordingly
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - recognise intervals, chords, scales and chord progressions in selected area of specialisation
  - use appropriate sound and tone production for instrument or voice
  - produce a controlled sound with variations in tone as required
  - apply acoustic principles to own playing
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to selected musical style and repertoire
  - developing an increased awareness of the subtleties and variations of tone colour available on chosen instrument and their use in performance
- learning skills in the context of:
  - improving music performance skills and expression through practice
  - expanding repertoire
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques on a first or second instrument
  - tune instrument to achieve intonation
  - play an extensive range of scales, rhythms or chord patterns in selected area of specialisation
  - produce planned sound consistently across a wide dynamic range
  - discriminate and adjust pitch to produce the required sound

Required knowledge

- acoustic principles relevant to selected instrument and area of specialisation
- instrument parts, applications, range, capabilities, care and maintenance
- repertoire relevant to the selected instrument and area of specialisation
- issues and challenges that arise in the context of refining technical skills and expanding repertoire
- OHS principles relevant to particular performance contexts, such as:
  - legislation
  - policies and best practice

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REQUIRED SKILLS AND KNOWLEDGE
• hearing protection • protection of body against overuse injury • safe lifting practices • performance anxiety

Evidence 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 aural discrimination to monitor and adjust own performance to achieve the required sound • demonstrate fluent performance on the selected instrument in area of specialisation • monitor progress in own skill development • expand repertoire in area of specialisation • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instrument and equipment • access to suitable acoustic space • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in technical skills and expansion of repertoire.
Method of assessment	The following assessment methods are appropriate for this unit: • observation of practice or performance • written or oral questioning on technical development strategies, planning and goals • video and/or audio recordings of performances or practice sessions

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EVIDENCE GUIDE	
	• self-evaluation sheets • samples of work plans for private practice sessions, including monitoring of progress against goals • case studies and scenarios as a basis to discuss issues associated with technical skill development and expansion of repertoire.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND401A Develop specialist expertise in the music industry • CUSMLT501A Refine aural-perception skills • CUSMPF401A Rehearse music for group performances • CUSMPF505A Perform improvisation for audiences.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Instruments may be first or second instruments and may include:	• acoustic or electronic • voice • stringed • keyboards • wind • tuned and untuned percussion • brass • plucked.
Accessories may include:	• reeds • strings • plectrums • mouth pieces • sticks, mallets, brushes and beaters

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RANGE STATEMENT	
	• stands • pedals • microphones • amplifiers • samplers • mixers • enhancers.

Tuning an instrument may involve:	• adjusting:
	  • pitch
	  • tone colour
	  • oral tract, including lip pressure and intensity of breath
	  • position of the diaphragm and larynx
	  • sound production
	  • diameter or other instrumental dimensions, such as:
	  • length of strings
	  • tautness of skins
	  • length of tubing or pipes
	  • embouchure
	  • settings of the instrument and relevant accessories
	• using:
	  • appropriate tuning options
	  • tuning keys or other tuning implements, such as tuning forks and electronic tuners
	  • pitch pipes
	  • electronic pitch or frequency controls
	  • other musicians.

Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • sound engineer.
Strategies may include:	• working effectively with an appropriate tutor • practising as a performer

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RANGE STATEMENT	
	• participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.
Exercises may be aimed at developing:	• ability to play a wide range of scales, triads, arpeggios, chords or rhythms • varied tone colour • bowing techniques to achieve good phrasing and a range of articulation options • embouchure to achieve good tone production across the range and special techniques • fingering patterns to achieve required phrasing, articulation and dynamics • posture appropriate to good sound production and OHS principles • hand and/or foot patterns • plucking and picking patterns • drumming expertise with mallets and beaters • pedalling techniques • microphone techniques.

Techniques may involve:	• instrumental/vocal sound production
	• physical coordination
	• improvisation
	• sight reading
	• playing a range of pieces in different styles in area of specialisation
	• playing a wide range of rhythms, time signatures and rhythm patterns in area of specialisation
	• playing a wide range of chords and chord patterns in area of specialisation
	• using a range of keys, scales and chord sequences
	• adjusting tone colour through:
	  • instrumental attack
	  • techniques for sound production
	  • a range of accessories
	  • electronic sound enhancers

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RANGE STATEMENT	
	• interaction between the player and the instrument • use of performer's physique • improving aural memory.
Repertoire may include:	• solo pieces • ensemble pieces • improvised pieces.
Needs may include:	• working on identified technical weaknesses • extending rhythmic accuracy • performing a wide range of techniques appropriate to the style of music • refining physical facility • ensuring skilful control of the instrument across an extensive range of repertoire.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF507A Present live audition programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for and perform at an audition. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists apply the skills and knowledge outlined in this unit. In a highly competitive market place it is essential that musicians know how to prepare for live auditions so that they can showcase their performance skills to prospective employers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 audition program	1. Confirm audition ***requirements*** in consultation with ***appropriate personnel*** 2. Undertake background research into the needs and business of auditioning body to strategically plan the program 3. Plan program to suit auditioning body's requirements 4. Prepare a varied program that demonstrates own strengths in performance and that is well within the technical and stylistic ability of any other performers required for the audition 5. Observe all protocols, either specifically prescribed by auditioning body or otherwise appropriate to context 6. Confirm arrangements with accompanist or ensemble to allow maximum rehearsal time 7. Where possible test the audition venue and facilities in advance or inspect to assess warm-up possibilities 8. Organise ***portfolio*** to present to auditioning body as required
Prepare for audition	9. Purchase or hire scores, tapes or other materials necessary for the program 10. Comply with ***statutory requirements*** for music to be performed at audition 11. Check the condition of instruments and/or accessories to

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ELEMENT	PERFORMANCE CRITERIA
	be used in the audition to ensure optimum working order and repair or adjust as necessary to ensure best performance conditions 12. Where appropriate check the tuning of instruments in advance and take measures to ensure ease and accuracy of tuning both in preparation for, and during, the audition 13. Ensure that all equipment is appropriate to the audition venue and context 14. Inspect and try out instruments and/or equipment where possible in advance of the audition when they are to be supplied by the auditioning body at the venue
Present audition	15. Arrive at the venue punctually to allow for warm-up time and registration procedures 16. Use ***relaxation techniques*** to overcome performance anxiety as required 17. Ensure that dress and manner are appropriate to the audition and musical context 18. Ensure that required ***resources*** are on hand and available in a manner that allows the audition to proceed without undue interruption 19. Present portfolio as required 20. Apply ***music knowledge*** and appropriate ***techniques*** to perform pieces to best of one's ability 21. Listen carefully and respond to instructions given during the audition, including cutting off the performance if and when instructed 22. Maintain a positive and courteous manner with auditioner and fellow performers
Follow up audition	23. At the completion of the audition confirm an expected time for hearing the audition outcome 24. Where result is successful, obtain details of contract interview and follow up accordingly 25. Where result is unsuccessful, follow up with a courteous request for appraisal and further advice 26. Evaluate and assess the audition performance and feedback to influence future audition preparation and performance 27. Send follow-up correspondence for each audition whether successful or not to communicate appreciation for the opportunity and to allow for further opportunities

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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:
  - respond appropriately to constructive feedback on own performance
  - respond appropriately to directions during auditions
  - present confidently in an audition situation
- self-management and planning skills sufficient to:
  - plan audition program and practice time
  - identify areas of weakness and plan practice accordingly
  - maintain an appropriate standard of personal presentation in an audition context
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - recognise intervals, chords, scales and chord progressions in selected area of specialisation
  - use appropriate sound and tone production for instrument or voice
  - produce a controlled sound with variations in tone as required
  - apply acoustic principles to own playing
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to selected musical style and repertoire
  - responding appropriately to the unexpected in an audition situation
- learning skills in the context of improving music performance skills and expression through practice
- technical and problem-solving skills sufficient to:
  - use a range of instrumental techniques in selected area of specialisation
  - tune instrument to achieve intonation
  - play an extensive range of scales, rhythms or chord patterns in selected area of specialisation
  - produce planned sound consistently across a wide dynamic range
  - discriminate and adjust pitch to produce the required sound

Required knowledge

- acoustic principles relevant to selected instrument and area of specialisation
- music vocabulary and terminology

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REQUIRED SKILLS AND KNOWLEDGE

• instrument parts, applications, range, capabilities, care and maintenance
• repertoire relevant to the selected instrument and area of specialisation
• performance and audition protocols
• issues and challenges that arise in the context of presenting a live audition program
• OHS principles relevant to particular performance contexts, such as:
  • legislation
  • policies and best practice
  • hearing protection
  • protection of body against overuse injury
  • safe lifting practices
  • performance anxiety

Evidence 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: • prepare an audition program that meets the requirements of an auditioning body • perform proficiently for an audition on at least two occasions (either real or simulated) • listen effectively to adjust intonation and nuance in performance • apply interpretation and expression skills • communicate effectively with others involved in the audition.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities for auditions in either a real or simulated situation • appropriate venue with adequate space and acoustic qualities for solo performances • use of culturally appropriate processes, and

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EVIDENCE GUIDE	
	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: • observation or video recordings of candidate presenting a live audition program • written or oral questioning on performance strategies • discussion of planning for an audition • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of methods, strategies and other issues involved in preparing for and presenting a live audition program.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF401A Rehearse music for group performances • CUSMPF406A Perform music as a soloist • CUSMPF501A Prepare a program for performance • CUSMPF506A Develop technical skills and expand repertoire.

Range Statement

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

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RANGE STATEMENT	
	• repertoire • contrasts within the program material • particular stylistic requirements • performance breaks • duration requirements for each piece presented • number of pieces to be prepared • whether auditioners will choose from a presented list, or hear all pieces or parts of pieces • ensemble size • accompaniment • movement and dress standards.
Appropriate personnel may include:	• representative of the auditioning body • musical director • performer • mentor • teacher • coach • tutor • conductor • agent.

Portfolio may include:	• biographies
	• photographic materials
	• scores
	• music demos:
	  • audio
	  • video
	• multimedia
	• kits.

Statutory requirements may relate to:	• copyright • duty of care.

Relaxation techniques may include:	• mind to muscle:
	  • meditation
	  • imagery/conscious visualisation
	  • affirmations
	• stretching
	• deep breathing
	• light aerobic exercises.

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RANGE STATEMENT	
Resources may include:	• instruments • instrumental accessories • sound equipment • microphones • sheet music • music scores • music stands.

Music knowledge may include:	• repertoire
	• instrument knowledge
	• findings from music analyses and research
	• musical forms, systems, practices and customs
	• music notation
	• interpretation of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	• accompaniment protocols
	• rehearsal and performance protocols
	• chord and melodic formulae
	• aural imagination to develop musical material and/or interpretation
	• pattern and sequence recognition and memory
	• solo and ensemble protocols.

Techniques may involve:	• instrumental/vocal sound production • physical coordination • improvisation • sight reading • playing a range of pieces in different styles in area of specialisation • playing a wide range of rhythms, time signatures and rhythm patterns in area of specialisation • playing a wide range of chords and chord patterns in area of specialisation • using a range of keys, scales and chord

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RANGE STATEMENT	

	sequences
	• adjusting tone colour through:
	  • instrumental attack
	  • techniques for sound production
	  • a range of accessories
	  • electronic sound enhancers
	  • interaction between the player and the instrument
	  • use of performer's physique.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF508A Provide musical leadership in performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to lead a group in ensemble or other musical performance. This leadership role includes being responsible for motivating others to give their best in performance. This involves applying a range of musicianship skills, such as stagecraft; understanding the performance capabilities of instruments; and providing solutions to performance problems that arise 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	Performers and musical directors apply the skills and knowledge described in this unit. Typically they are responsible for leading a group in ensemble or other musical performance. More complex skills associated with conducting are covered in: • CUSMPF606A Conduct musical performances.

Licensing/Regulatory Information

Not applicable.

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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**
Extend music techniques	1. Adapt acquired techniques and ***technical skills*** to the context of the chosen style or playing environment to achieve best outcomes for self and others 2. Establish and undertake regular practice regimes to ensure that technique and skills are maintained and further developed to meet ***leadership requirements*** 3. Develop and extend skills and techniques as required in a range of different working contexts and their ***requirements*** 4. Develop intellectual and emotional response to, and understanding of, music through exposure to a wide range of stimuli 5. Focus ***listening*** skills in all musical experiences to enable analysis of content and musical intent to enhance

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ELEMENT	PERFORMANCE CRITERIA
	musical outcomes for self and others 6. Develop aural memory and exercise consistently in all musical experiences 7. Analyse a diverse range of works to develop broad and specialised ***repertoire*** knowledge for self and others
Facilitate the expression of ideas and concepts in performance	8. Adapt, combine and integrate techniques, disciplines and skills flexibly to enable the appropriate physical expression of concepts 9. Focus and clearly project interpretive response to relevant performers 10. Demonstrate spatial awareness in a range of playing areas and give directions creatively and effectively to achieve best performance outcomes for self and others 11. Develop ***stagecraft skills*** by evaluating and using the physical components of performance effectively for self and others
Evaluate performances	12. Participate in debriefing sessions with ***relevant personnel*** to identify strengths and weaknesses of performances 13. Document the outcome of debriefing sessions according to enterprise procedures 14. Reflect on own performance and note areas for improvement 15. Respond appropriately to audience and peer feedback on performances
Enhance professional practice	16. In consultation with relevant personnel, identify ***professional development opportunities*** 17. Participate in professional development activities to improve work performance and ensure currency of industry knowledge 18. Use industry affiliations and strategic alliances to support and maintain professional practice 19. Seek and apply constructive criticism from others to improve own technical and conceptual skills

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication and teamwork skills sufficient to:
  - provide musical leadership to performers and instrumentalists during rehearsals and performances
  - work creatively with individual differences
  - work constructively with group dynamics
  - identify and deal positively and constructively with conflict
- initiative, enterprise and creativity in the context of:
  - matching repertoire to target audience
  - demonstrating originality and innovative approaches to the performance and interpretation of music for self and others in area of specialisation
  - extending musical boundaries for self and audience in area of specialisation
  - phrasing and shaping music appropriately in area of specialisation
  - understanding and expressing appropriate musical nuance in area of specialisation
  - leading musical performances appropriately for the context of venues, sound forces and perceived audience taste in area of specialisation
  - engaging audiences through appropriate use of stagecraft skills
- listening skills sufficient to:
  - recognise intervals, chords, scales and chord progressions in area of specialisation
  - understand appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound for self and others in area of specialisation
  - listen critically to the creative work of others to inform own work and the work of others in area of specialisation
  - listen critically to and adjust own creative work to achieve the required sound for self and others in area of specialisation
- planning and organisational skills sufficient to:
  - clarify roles
  - work within established timeframes to achieve planned outcomes
  - match work commitments to best career outcomes
  - plan practice to improve own technical facility in performance, and directing music in area of specialisation
  - demonstrate punctuality in all work commitments
  - use time-management strategies to set priorities
- learning and self-management skills sufficient to:
  - locate and use resources to advance own artistic and career development in area

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REQUIRED SKILLS AND KNOWLEDGE
of specialisation • evaluate and adjust career directions and plans realistically to advance in area of specialisation • evaluate, adjust and develop own work in line with planned career directions • discern and listen to the advice of colleagues, experts and audience groups to adjust work in line with career direction • observe cultural protocols appropriate to the genre or area of specialisation • use appropriate posture, dress and other performance protocols in area of specialisation • apply OHS principles wherever relevant to work practice • technical skills sufficient to: • use equipment and instruments in area of specialisation • use technology to improve efficiency and musical outcomes for self and others in area of specialisation • investigate technology to enhance artistic or commercial outcomes in area of specialisation
Required knowledge
• music knowledge in area of specialisation, including: • setting down music for performance or interpreting music in performance • improvisation conventions • sight reading from charts or musical notation • appropriate repertoire • musical terminology • musical genres and styles • solo and group performance protocols • composition process • issues and challenges that typically arise in the context of providing musical leadership in performance • techniques for moving the body and breathing to enhance musical performance of self and others • OHS requirements and procedures in relation to performing

Evidence 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

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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: • provide musical leadership in rehearsal and performance on at least three occasions • apply high levels of music literacy and repertoire knowledge • continuously improve performances through ongoing evaluation • motivate others involved in performances to achieve their best.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • access to scores, charts or other written music resources • access to participants, such as performers and technical crew • access to appropriate performance venues with adequate space and acoustic qualities • 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: • observation of musical performances led by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • authenticated musical recordings where the candidate provided musical leadership • case studies and scenarios as a basis for discussion about issues and challenges that arise in the context of providing musical leadership in performances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement

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EVIDENCE GUIDE	
	• CUSMLT501A Refine aural-perception skills • CUSMPF402A Develop and maintain stagecraft skills • CUSMPF410A Perform music from written notation • CUSMPF501A Prepare a program for performance.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 in area of specialisation may include:	• physical mastery of instruments and musical materials • facility with techniques to control and enhance music making • proficiency to produce appropriate instrumental/vocal performance style and standard • musical elements and compositional techniques appropriate to style of music making • taking into account technical requirements of specific instruments.
Leadership requirements may include:	• practising performance, composition and musical directing and conducting • communicating with peers using physical and electronic means • contributing to and participating in festivals and conferences relevant to area of specialisation • participating in groups or associations relevant to area of specialisation • being involved in a range of music-making activities relevant to area of specialisation • listening critically to a wide range of live and recorded music.

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RANGE STATEMENT	
Requirements may include:	• goals, values, objectives, processes and appropriate practices • ethical standards of industry, employer, agent, client or audience • current Copyright Act and amendments • licensing laws • time management • contingency planning • problem solving.
Listening may include:	• listening to adjust the sound in solo or group performance • aural imagination to identify and develop interpretive options • pattern and sequence recognition and memory • recognising music systems and practices relevant to area of specialisation • chords and keys in tonal or other musical systems in area of specialisation • reproducing sequences from memory in area of specialisation • instrument tuning in area of specialisation.
Repertoire may include:	• pieces appropriate to the selected instrument in area of specialisation • solo pieces in area of specialisation • ensemble pieces in area of specialisation • improvised pieces in area of specialisation.
Stagecraft skills may include:	• interaction with audiences and performers • grooming • observing stage etiquette • stage make-up • energy • movement • acting • maintaining fitness • observing OHS requirements • facial expressions • way of holding instruments or equipment, such as microphones • effective use of performance space and props.
Relevant personnel may include:	• producer • sound engineer

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RANGE STATEMENT	
	• performer • stage manager • music critic • mentor • composer • musical director • sound designer • production manager • manager • client.
Professional development opportunities may include:	• mentoring • coaching • structured or formal training • listening to and evaluating the work of others • conferences.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF601A Present a music performance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to present music performances in all musical genres. The unit also describes the well-developed stagecraft skills and high-level technical and musicianship skills required to engage audiences, which will involve a wide range of repertoire in the area of specialisation. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Instrumentalists and vocalists in all musical genres apply the skills and knowledge described in this unit. At this level, they are usually performing as soloists and need the confidence and self-assurance to perform live before an audience for short or long intervals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 music performance program	1. In consultation with ***appropriate personnel***, clarify ***expectations*** with regard to the music performance 2. Assess own ***repertoire*** to identify appropriate components that may contribute to the music performance program and research new repertoire possibilities 3. Sequence components of the music performance program to maximise audience engagement and to meet own physical requirements in presenting the performance 4. Assess each component of the music performance program against own strengths and weaknesses in performance, taking advice from others as required 5. Assess and obtain ***resources*** that may be required to present the piece 6. Finalise the music performance program in consultation with appropriate personnel as required

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ELEMENT	PERFORMANCE CRITERIA
Prepare for the music performance	7. Engage in coaching, private practice and/or rehearsal sessions to ensure that the required performance standard is achieved 8. Where accompanists or other artists are involved in the performance, ensure that close rapport and musical empathy are developed through rehearsals in time to achieve the required performance standard 9. Seek and incorporate advice during performance preparation to ensure the best possible performance
Develop interpretation	10. Analyse the repertoire to interpret its scope, possibilities and underlying intention 11. Exploit a variety of interpretations in preparing the performance to develop musical expression and to identify the most appropriate interpretations within the constraints of own technical ability 12. Demonstrate awareness of the performing space and the intended audience in preparing the musical interpretation
Warm up for the music performance	13. Secure an appropriate warm-up space to tune instruments and check all other resources 14. Warm up physically to ensure that sound production is secure from the beginning of the performance 15. Centre thoughts to focus positively on the performance and relax effectively using techniques for overcoming performance anxiety
Perform before an audience	16. Maintain communication with the audience, other artists and stage personnel using appropriate eye contact and other body language as required to ensure a cohesive performance 17. Adjust own performance as required to ensure that instrumental/vocal tuning, sound production and technical performance standard are maintained throughout the performance 18. Sustain interpretation and expressive communication with the audience coherently and consistently, and maintain energy and focus throughout the performance 19. Recover errors in performance with minimum disruption to performance and audience experience 20. Respond to the audience as required by the custom or tradition of the performance context in entering and leaving the stage, accepting applause, acknowledging other artists or relevant personnel and providing encores 21. Present the performance with due regard to ***OHS***

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ELEMENT	PERFORMANCE CRITERIA
	considerations
Evaluate the music performance	22. Use objective measures to evaluate the success of the music performance 23. Measure own performance against previous work to assess technical and artistic development 24. Identify and note weaknesses and errors in the performance for analysis and remediation 25. Assess feedback and use for possible adjustment in future work

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 music appropriately for performance
  - work collaboratively with others involved in music performances
  - respond positively to constructive feedback on own performance
  - respond appropriately to audiences
- self-management and planning skills sufficient to:
  - plan a music performance program
  - use practice time effectively to prepare for performances
  - identify areas of weakness and plan practice accordingly
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - use appropriate sound and tone production for instrument or voice
  - apply acoustic principles to own playing
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to selected musical style and repertoire
  - developing an increased awareness of the subtleties and variations of tone colour available on chosen instrument and their use in performance
  - adapting repertoire to own performance in area of specialisation
  - responding appropriately to the unexpected during performances
- learning skills in the context of:

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REQUIRED SKILLS AND KNOWLEDGE
• improving music performance skills and expression through practice • using appropriate repertoire for technical development • critically evaluating own performance • technical and problem-solving skills sufficient to: • use a range of instrumental techniques in selected area of specialisation • tune instrument to achieve intonation • apply sound-production techniques • produce planned sound consistently across a wide dynamic range • discriminate and adjust pitch to produce the required sound
Required knowledge
• acoustic principles relevant to selected instrument and area of specialisation • instrument parts, applications, range, capabilities, care and maintenance • repertoire relevant to the selected instrument and area of specialisation • issues and challenges that arise in the context of presenting a music performance • OHS principles relevant to particular performance contexts, such as: • legislation • policies and best practice • hearing protection • protection of body against overuse injury • safe lifting practices • performance anxiety

Evidence 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 at least two music performances • confidently present at least two music performances on the selected instrument in area of specialisation • use aural discrimination to monitor and adjust own performance to achieve the required sound

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EVIDENCE GUIDE	
	• respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instrument and equipment • opportunities to present music performances before an audience • access to suitable acoustic space • 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 presenting a music performance • video and/or audio recordings of candidate presenting a music performance • self-evaluation sheets • case studies and scenarios to discuss the identification of technical methods, strategies and issues in music performance and how to deal with them in performance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF602A Manage stagecraft aspects of performance • CUSMPF603A Refine performance techniques and expand repertoire • CUSMPF605A Develop advanced vocal 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • producer • agent • client • sound engineer.
Expectations may include:	• duration • purpose • scope • venue • style of music • number of performers • rehearsals • whether music is to be recorded • publicity and promotion • target audience.
Repertoire may include:	• pieces appropriate to the selected instrument • solo and ensemble pieces • improvised pieces • works from a range of genres and styles.

Resources may include:	• sheet music or scores for own use and that of other performers
	• instruments:
	  • acoustic or electronic
	  • voice
	  • stringed
	  • keyboards
	  • wind
	  • tuned and untuned percussion
	• instrumental accessories:
	  • reeds
	  • strings
	  • plectrums

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RANGE STATEMENT	
	• mouth pieces • sticks, mallets, brushes and beaters • stands • pedals • microphones • amplifiers • samplers • mixers • enhancers • practice, rehearsal, coaching and music venues • rÃ©pÃ©titeurs, accompanists and other performers • electronic or electrical sound equipment • microphones • leads and racks • packing cases • music stands • lighting • props and stage decorations, including floral arrangements • gifts required for presentations at the conclusion of the music • costumes and personal accessories • trolleys or other lifting and carrying equipment • transport • stage personnel.
OHS considerations may include:	• correct posture to support facility and longevity in practice • ensuring that practice sessions are of reasonable duration to avoid fatigue • hearing protection • protection of body against overuse injury • safe lifting techniques • strategies to overcome performance anxiety, such as: • focussing on a single element or action at a time • relaxation techniques, such as meditation and deep breathing • focussing on patterns rather than individual

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RANGE STATEMENT	
	notes • warm-up routines.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF602A Manage stagecraft aspects of performances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and manage stagecraft aspects of performances. At this level, performers need to demonstrate leadership qualities before, during and after performances. Typically they are responsible for contributing ideas to the design of the overall look, feel and sound of performances in collaboration with other creative and production personnel, such as designers, directors, stage managers and musical directors. They are also responsible for ensuring that all aspects of stagecraft go according to plan during 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 musicians and performers in all genres apply the skills and knowledge outlined in this unit. Applying an appropriate range of stagecraft skills can lead to audiences having a more enjoyable and entertaining experience. An essential feature of stagecraft skills is the ability to engage with audiences - whether through dialogue, movement or gestures.

Licensing/Regulatory Information

Not applicable.

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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 stagecraft aspects of performances	1. Collaborate with ***appropriate personnel*** on the design of performances and order of ***repertoire*** 2. Generate a range of preliminary ideas about aspects of ***stagecraft*** that could be used to enhance performances from an audience perspective 3. Discuss and refine ideas with appropriate personnel until an agreed approach emerges 4. Agree on how each person involved in performances will contribute to stagecraft aspects of performances 5. Ensure that equipment being used during performances supports stagecraft aspects of performances 6. Anticipate problems that may arise and plan accordingly 7. If possible, organise performances to be recorded for later evaluation

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ELEMENT	PERFORMANCE CRITERIA
Lead a group during performances	8. Collaborate with appropriate personnel during performance set-up to ensure that stagecraft aspects of performances will run as planned 9. Run through planned stagecraft aspects of performances in rehearsals as required 10. Conduct a pre-performance check with group members to ensure that they are ready to perform as planned 11. Organise any last-minute changes to stagecraft aspects of the performance in a way that causes least disruption to the performance 12. Perform own role confidently, including introductions, segues and concluding remarks as required 13. Respond flexibly to the unexpected on stage or front of house, to maintain the flow and integrity of performances 14. Interact cooperatively with other performers on stage and ensure that their work is appropriately acknowledged 15. Communicate effectively with audiences before, between and after performances
Evaluate stagecraft aspects of performances	16. View or listen to recordings of performances to assess strengths and weaknesses in relation to stagecraft 17. Seek feedback from appropriate personnel and incorporate their feedback into continuous improvement strategies

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:
  • provide leadership to performers in relation to stagecraft aspects of performances
  • work creatively with individual differences
  • work constructively with group dynamics
  • identify and deal positively and constructively with conflict

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REQUIRED SKILLS AND KNOWLEDGE

• initiative, enterprise and creativity in the context of:
  • contributing innovative and creative ideas to the design of stagecraft aspects of performances
  • responding effectively to the unexpected during live performances
  • taking venue and style of show into account when performing
  • engaging with audiences in ways that entertain and enhance people's overall experience
• planning and organisational skills sufficient to:
  • plan stagecraft aspects of performances
  • plan for contingencies
  • ensure that all stagecraft requirements are in place in a timely fashion
• self-management skills in the context of:
  • observing protocols appropriate to the genre, style and context of performance
  • maintaining an appropriate standard of stage presentation relevant to the area of specialisation
  • applying relevant OHS principles to work practice

Required knowledge

• sound knowledge of:
  • range of genres and their musical forms and conventions in performance
  • solo or group performance protocols and customs
  • how aspects of stagecraft can be used to enhance performances
  • roles and responsibilities of creative and technical personnel involved in stage performances
  • capabilities of sound, lighting and staging equipment in relation to stagecraft aspects of performances
• principles of team leadership
• issues and challenges that arise in the context of providing leadership in relation to stagecraft aspects of performances
• OHS practices, procedures and standards as they apply to performing in a range of environments

Evidence 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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • work collaboratively on the planning of stagecraft aspects of performances • confidently perform own role in relation to stagecraft aspects of performances • implement stagecraft aspects of performances as planned • communicate effectively with audiences.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • opportunities to perform before an audience • 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 rehearsals or performances where the candidate is responsible for stagecraft aspects • video and/or audio recordings of performances or practice sessions where the candidate is responsible for stagecraft aspects • self-evaluation sheets • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • samples of plans prepared by the candidate to document stagecraft aspects of performances • case studies, scenarios and interviews as a basis to discuss issues and challenges that arise in the context of planning stagecraft aspects of performances and providing leadership to others in relation to stagecraft.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF501A Prepare a program for performance • CUSMPF502A Incorporate interactive technology into performance • CUSMPF601A Present a music performance.

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Range Statement

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

Appropriate personnel may include:	• performer
	• ensemble member
	• presenter
	• musical director
	• stage director
	• stage manager
	• production manager
	• production supervisor
	• sound engineer
	• technical crew
	• designer:
	  • sound
	  • lighting
	  • costume
	  • make-up and hair
	  • special effects
	• client
	• marketing and promotions personnel
	• artist's agent
	• conductor
	• tutor
	• mentor.

Repertoire may include:	• musical works from a range of genres and styles, including:
	  • cover songs
	  • original compositions
	  • electronic dance music
	  • solo and ensemble pieces
	  • improvised pieces

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RANGE STATEMENT	

	• commentary by:
	  • performer
	  • master of ceremonies (MC)
	  • media presenter.

Aspects of ***stagecraft*** may include:	• interaction with audiences • positioning of performers on stage • make-up and hair • posture • dress • movement • interaction with other performers • interaction with presenters • facial expressions • acting • dancing • way of holding instruments or equipment, such as microphones • effective use of performance space and props • lighting • sound • special effects.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units	

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Co-requisite units		

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CUSMPF603A Refine performance techniques and expand repertoire

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to expand repertoire and present an extended professional 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 builds on CUSMPF506A Develop technical skills and expand repertoire, and can apply to refining skills on either a first or second instrument. A higher level of competence in areas such as performance preparation, craft skills and musicianship is required of musicians as they seek regular professional performance opportunities, either on a contract basis or as employees of orchestras. They are expected to show a real commitment to improving their skills and to expanding their repertoire in ways that allow them to demonstrate higher levels of technical and expressive skills. A willingness to act on feedback from colleagues and mentors is also essential.

Licensing/Regulatory Information

Not applicable.

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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 personal practice time to refine skills	1. In consultation with ***appropriate personnel***, identify strengths and weaknesses in own performance skills 2. Develop a practice plan and ***strategies*** that incorporate realistic goals as a basis for refining performance ***technique*** 3. Identify ***repertoire*** that will help achieve technical and expressive development goals and incorporate them into practice plan 4. Ensure that practice routine makes best use of ***resources*** 5. Use private practice to continuously develop technical control of chosen ***instrument*** to enhance musical expression and refine individual style 6. Experiment with and exploit repertoire and ***exercises*** to continuously refine ***technical accuracy***

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ELEMENT	PERFORMANCE CRITERIA
	7. Listen critically to own performance to assess technical strengths and weaknesses and adjust practice regime accordingly 8. Ensure that practice is undertaken with due consideration to personal ***health and safety***
Plan repertoire to meet performance goals	9. Research new repertoire to identify pieces or works that advance performance scope and skills 10. Use opportunities to trial new work for peers and/or mentors and incorporate their critical feedback into private practice 11. Practise a range of pieces or works that focus on identified areas of technical development 12. Include new pieces from a range of repertoire for listening and private practice to identify options for repertoire development
Use technical skills to convey interpretive and expressive qualities in performance	13. Use control of the chosen instrument to interpret music convincingly and realise the expressive qualities of the instrument in performance 14. Consistently and reliably demonstrate control of sound production across the range of repertoire for the selected musical style 15. Continually extend physical coordination and control over the instrument to produce a highly accomplished standard of performance 16. Listen to own work critically to produce accurate intonation and tone colour across the dynamic range of the instrument
Present a professional performance program to an audience	17. Undertake appropriate psychological and physical warm-up and warm-down activities to enhance short and long-term performance outcomes 18. Interpret music from memory, improvisation or reading from charts or musical notation as required 19. Perform a range of instrumental techniques in a fluent and confident manner to a professional performance standard 20. Control intonation, rhythm, tempi, expression, phrasing and nuance to a professional performance standard appropriate to the repertoire and musical style 21. Perform in a variety of instrumental and/or vocal combinations, including works in solo and group performances 22. Maintain stage fitness to ensure a professional technical

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ELEMENT	PERFORMANCE CRITERIA
	standard in performance
Evaluate technical skills in performance	23. View or listen to recordings of own performance to analyse technical and expressive aspects of own performance 24. Note areas for improvement and take action accordingly 25. Seek feedback on performances from appropriate personnel and incorporate their feedback into own continuous improvement strategies

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 music appropriately for performance
  - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to:
  - plan own practice time
  - setprofessional development goals
  - identify areas of weakness and plan practice accordingly
  - investigate repertoire to contribute to the scope of programming and to continuously develop excellence in performance
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - recognise intervals, chords, scales and chord progressions in selected area of specialisation
  - use appropriate sound and tone production for instrument or voice
  - produce a controlled sound with variations in tone as required
  - apply acoustic principles to own performance
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to selected musical style and repertoire
  - developing an increased awareness of the subtleties and variations of tone colour available on chosen instrument and their use in performance
  - adapting repertoire to own performance in area of specialisation

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REQUIRED SKILLS AND KNOWLEDGE

• learning skills in the context of:
  • improving music performance skills and expression through practice
  • expanding repertoire
  • using appropriate repertoire for technical development
• technical and problem-solving skills sufficient to:
  • use a range of instrumental techniques on a first or second instrument
  • tune instrument to achieve intonation
  • play an extensive range of scales, rhythms or chord patterns in selected area of specialisation
  • produce planned sound consistently across a wide dynamic range
  • discriminate and adjust pitch to produce the required sound

Required knowledge

• acoustic principles relevant to selected area of specialisation
• instrument parts, applications, range, capabilities, care and maintenance
• repertoire relevant to the selected area of specialisation
• issues and challenges that arise in the context of refining performance technique and expanding repertoire
• OHS principles relevant to particular performance contexts, such as:
  • legislation
  • policies and best practice
  • hearing protection
  • protection of body against overuse injury
  • safe lifting practices
  • performance anxiety

Evidence 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: • confidently present at least two performance programs of a professional standard on the selected

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EVIDENCE GUIDE	
	instrument in area of specialisation • use aural discrimination to monitor and adjust own performance to achieve the required sound • plan and monitor progress in own skill development • expand repertoire in area of specialisation • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instrument and equipment • opportunities to present performance programs before an audience • access to suitable acoustic space • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in technical skills and expansion of repertoire.
Method of assessment	The following assessment methods are appropriate for this unit: • observation of practice or performances • process diary detailing practice planning, goals and strategies • written or oral questioning on technical development strategies, planning and career goals • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • video and/or audio recordings of performances or practice sessions • self-evaluation sheets • samples of work plans for private practice sessions, including monitoring progress against goals • case studies and scenarios as a basis to discuss issues associated with refining performance technique and expanding repertoire.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF501A Prepare a program for performance • CUSMPF503A Perform accompaniment • CUSMPF508A Provide musical leadership in

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EVIDENCE GUIDE	
	performance • CUSMPF601A Present a music performance • CUSMPF602A Manage stagecraft aspects of performances • CUSMPF604A Extend improvisation 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.	
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • producer • agent • sound engineer.
Strategies may include:	• working effectively with an appropriate tutor • practising as a performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.
Technique may include:	• vocal and instrumental sound production • physical dexterity and coordination • improvising • playing an extensive range of pieces that

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RANGE STATEMENT	
	require work on different areas of technical development in area of specialisation • playing an extensive range of rhythms and rhythm patterns • playing an extensive range of chords and chord patterns • controlling rhythms, including syncopation, rhythmic contrast and simultaneous cross rhythms • controlling tone colour across a wide dynamic range • phrasing and shaping performance in style and nuance • controlling dynamics • controlling performance at the required speed • integrating a range of elements in performance.
Repertoire may include:	• complex pieces composed for the selected instrument • complex pieces or works specially arranged for the instrument in area of specialisation • diverse range of solo and ensemble pieces of varying levels of complexity and difficulty • improvised pieces • a full performance program • works from a range of genres and styles.
Resources may include:	• performance space • instruments and equipment • time.
Instruments may be first or second instruments and may include:	• acoustic or electronic • voice • stringed • keyboards • wind • tuned and untuned percussion • brass • plucked.
Exercises may be aimed at developing:	• ability to play a wide range of scales, triads, arpeggios, chords or rhythms • varied tone colour • bowing techniques to achieve good phrasing

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RANGE STATEMENT	
	and a range of articulation options • embouchure to achieve good tone production across the range and special techniques • fingering patterns to achieve required phrasing, articulation and dynamics • posture appropriate to good sound production and OHS principles • hand and/or foot patterns • plucking and picking patterns • drumming expertise with mallets and beaters • pedalling techniques • microphone techniques.
Technical accuracy may relate to:	• rhythms • tone colour • pitch and register • dynamics • phrasing.

Health and safety considerations may include:	• correct posture to support facility and longevity in practice
	• ensuring that practice sessions are of reasonable duration to avoid fatigue
	• hearing protection
	• protection of body against overuse injury
	• safe lifting techniques
	• strategies to overcome performance anxiety, such as:
	  • focussing on a single element or action at a time
	  • relaxation techniques, such as meditation and deep breathing
	  • focussing on patterns rather than individual notes
	  • warm-up routines.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF604A Extend improvisation techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop high-level improvisation 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	Superior improvisation skills are required by musicians in a range of musical genres and traditions, for example, jazz, blues, classical, folk and rock. Aural awareness and a thorough grounding in the practice of the chosen genre or musical tradition are required so that musicians are in a position to respond intuitively to musical elements as they seek to vary them spontaneously during performances. The key to successful improvisation is the confidence to make musical decisions on the fly, to understand that improvisation is about spontaneous composition or variation, about performing music that is composed or varied 'in the moment' in response to musical stimuli.

Licensing/Regulatory Information

Not applicable.

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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**
Set professional development goals	1. In consultation with ***appropriate personnel***, listen to recordings of own improvisations in the context of setting professional development goals 2. Discuss ***factors*** that contribute to excellence in improvisation and incorporate them into professional development goals as appropriate 3. Listen to the work of master improvisers and consider ***techniques*** that could be applied to own practice 4. Establish ***criteria*** for monitoring and evaluating the success of own skill development 5. Develop a practice plan that incorporates realistic goals as a basis for refining improvisation techniques 6. Identify ***repertoire*** that will help achieve technical and expressive development goals and incorporate them into

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ELEMENT	PERFORMANCE CRITERIA
	practice plan
Use personal practice time to refine techniques	7. Experiment with and exploit repertoire to continuously refine improvisation techniques in both solo and group contexts 8. Develop confidence in own ability to create 'in the moment' responses to musical stimuli 9. Listen critically to own performance to assess strengths and weaknesses and adjust practice regime accordingly 10. Ensure that practice is undertaken with due consideration to personal ***health and safety***
Perform improvisation before an audience	11. Support and enhance the contribution of others to achieve best performance outcomes 12. Make improvisation sensitive to the needs of other performers to stimulate the whole ensemble 13. Respond accurately to starting ***cues*** when performing solo improvisation 14. Sustain musical impetus in improvisation through dynamic use of ***musical elements*** 15. Maintain stylistic cohesion in the realisation of harmony, melody, and/or rhythm and musical expression 16. Listen carefully to other performers, respond aurally to their work and adjust own performance appropriately 17. Provide a clear cue to the ensemble to finish the solo section as required 18. Ensure that the duration of solo improvisations accord with the custom and practice of the group and/or musical style 19. Acknowledge applause according to the custom and practice of the group and/or musical style
Evaluate own skill development	20. View or listen to recordings of own performance to analyse technical and expressive aspects of own performance 21. Evaluate level of improvement in own improvisation techniques against agreed criteria 22. Seek feedback on performances from appropriate personnel and incorporate their feedback into own continuous improvement strategies

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, listening and teamwork skills in the context of:
  - responding appropriately to aural and written cues
  - using aural imagination to develop and embellish themes in performance
  - working collaboratively with other members of an ensemble
  - responding appropriately to constructive feedback on own performance
- technical skills in the context of:
  - rhythmically developing solos
  - using a range of improvisation techniques and styles in area of specialisation
  - playing improvised solos that contain advanced harmonic, structural, melodic and rhythmic concepts
  - applying techniques to create forward motion
- initiative and creativity in the context of:
  - demonstrating originality and innovative approaches in improvisation
  - developing musical themes and melodic motifs
  - listening critically to continuously evaluate and adjust the musical work
  - phrasing and shaping music appropriately
  - understanding and expressing appropriate musical nuance
  - applying appropriate styles or interpretation
  - working creatively with individual differences
  - responding appropriately to the unexpected in a live performance situation
- self-management and learning skills in the context of:
  - setting professional development goals
  - monitoring and evaluating own improvisations
  - improving performance through experimentation and practice
  - responding appropriately to the pressures of performing live

Required knowledge

- music knowledge, including:
  - well-developed understanding of chosen styles and genres and their musical forms and conventions for improvisation
  - historical conventions in relation to improvisation
  - chord schemes, rhythmic patterns and rhythmic conventions as they apply to improvisation
  - musical and performance protocols

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REQUIRED SKILLS AND KNOWLEDGE

• issues and challenges that arise in the context of performing improvisations
• OHS principles relevant to particular performance contexts, such as:
  • legislation
  • policies and best practice
  • hearing protection
  • protection of body against overuse injury
  • safe lifting practices
  • performance anxiety

Evidence 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: • confidently perform improvisations using a range of advanced techniques • plan and monitor progress in own skill development • demonstrate an advanced level of musical decision making in an improvised context • respond positively to constructive feedback on own performance • collaborate effectively with other members of a performance ensemble.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • performance opportunities as part of an ensemble • appropriate venue with adequate space and acoustic qualities • an audience • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of the candidate and the work being performed.

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EVIDENCE GUIDE	
Method of assessment	The following assessment methods are appropriate for this unit: • observation of performance where the candidate is performing an improvisation • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • process diary detailing practice planning, goals and strategies • written or oral questioning on technical development strategies, planning and career goals • relevant samples of artistic work with candidate's evaluation • authenticated details of relevant artistic and/or commercial achievements • video or audio recordings of performance or practice sessions where the candidate is performing an improvisation • case studies and scenarios as a basis for discussing issues about refining improvisation techniques.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMLT601A Analyse music • CUSMLT602A Analyse harmony • CUSMPF602A Manage stagecraft aspects of performances • CUSMPF603A Refine performance techniques and expand repertoire.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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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RANGE STATEMENT	
Appropriate personnel may include:	• mentor • coach • peer • ensemble member • musical director • conductor.
Factors may include:	• concept that improvisation is spontaneous composition or variation, a creative discovery • ability to react to stimuli immediately to changes needed to the music • ability to focus in the moment • confidence level • audience response • whether improvisation is a solo or group performance • musical style.
Techniques may include:	• applying advanced harmonic knowledge to improvised solos • playing arpeggios on chord sequences containing extended chord structures • using appropriate note placement for the harmonic structure of advanced chord sequences • applying advanced chord substitution in an improvised solo • creating forward motion • targeting upper extensions in an improvised solo • vocal and instrumental sound production • physical dexterity and coordination • playing an extensive range of rhythms and rhythm patterns • controlling rhythms, including syncopation, rhythmic contrast and simultaneous cross rhythms • controlling tone colour across a wide dynamic range • phrasing and shaping performance in style and nuance • controlling dynamics • controlling performance at the required speed • integrating a range of elements in

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RANGE STATEMENT	
	performance.
Criteria may include:	• development of advanced harmonic, melodic and rhythmic concepts • increased range of improvisation techniques used • increased level of confidence in performing improvisation • audience response • increased positive feedback from mentors and ensemble members.
Repertoire may include:	• complex pieces composed for the selected instrument • complex pieces or works specially arranged for the instrument in area of specialisation • diverse range of solo and ensemble pieces of varying levels of complexity and difficulty • works from a range of genres and styles.

Health and safety considerations may include:	• correct posture to support facility and longevity in practice
	• ensuring that practice sessions are of reasonable duration to avoid fatigue
	• hearing protection
	• protection of body against overuse injury
	• safe lifting techniques
	• strategies to overcome performance anxiety, such as:
	  • focussing on a single element or action at a time
	  • relaxation techniques, such as meditation and deep breathing
	  • focussing on patterns rather than individual notes
	  • warm-up routines.

Cues may include:	• verbal • physical gestures • musical.
Musical elements may include:	• melody • chords and chord progressions • intervals • harmony • rhythm

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RANGE STATEMENT	
	• notes • chord-scale relationships • expression • motifs • tone.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF605A Develop advanced vocal techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform as a vocalist at an advanced level. Vocalists at this level are expected to show a real commitment to improving their skills and expanding their repertoire in ways that allow them to demonstrate higher levels of technical and expressive skills. A willingness to act on feedback from colleagues and mentors is also 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	This unit builds on CUSMPF407A Develop vocal techniques. A higher level of competence in areas such as performance preparation and vocal techniques is required of singers as they seek regular professional performance opportunities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 personal practice time to refine skills	1. In consultation with ***appropriate personnel***, identify strengths and weaknesses in own performance skills 2. Develop a practice plan and ***strategies*** that incorporate realistic goals as a basis for refining performance ***technique*** 3. Identify ***repertoire*** that will help achieve technical and expressive development goals and incorporate them into practice plan 4. Ensure that practice routine makes best use of ***resources*** 5. Use private practice to continuously develop technical control of voice to enhance musical expression and refine individual style 6. Experiment with and exploit repertoire and ***exercises*** to continuously refine ***technical accuracy*** 7. Listen critically to own performance to assess technical

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ELEMENT	PERFORMANCE CRITERIA
	strengths and weaknesses and adjust practice regime accordingly 8. Ensure that practice is undertaken with due consideration to personal ***health and safety***
Plan repertoire to meet performance goals	9. Research new repertoire to identify pieces or works that advance performance scope and skills 10. Use opportunities to trial new work for peers and/or mentors and incorporate their critical feedback into private practice 11. Practise a range of pieces or works that focus on identified areas of technical development 12. Include new pieces from a range of repertoire for listening and private practice to identify options for repertoire development
Use technical skills to convey interpretive and expressive qualities in performance	13. Enhance the performance and emotional content of songs through creative use of vocal articulation and tone colours 14. Consistently and reliably demonstrate control of sound production across the range of repertoire for the selected musical style 15. Continually extend physical coordination and control over the voice to produce a highly accomplished standard of performance 16. Listen to own work critically to produce accurate intonation and tone colour across the dynamic range of the instrument
Present a professional performance program to an audience	17. Write a ***program*** for the performance 18. Undertake appropriate ***psychological*** and vocal warm-up and warm-down activities to enhance short and long-term performance outcomes 19. Interpret songs from memory, improvisation or reading from charts or musical notation as required 20. Count in a band as required 21. Perform a range of songs in a fluent and confident manner to a professional performance standard 22. Use vibrato for a variety of musical effects as required 23. Control intonation, rhythm, tempi, expression, phrasing and nuance to a professional performance standard appropriate to the repertoire and musical style 24. Recover errors in performance with minimum disruption to performance and audience experience

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ELEMENT	PERFORMANCE CRITERIA
	25. Maintain stage fitness to ensure a professional technical standard in performance
Evaluate technical skills in performance	26. View or listen to recordings of own performance to analyse technical and expressive aspects of own performance 27. Note areas for improvement and take action accordingly 28. Seek feedback on performances from appropriate personnel and incorporate their feedback into own continuous improvement strategies

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 music appropriately for performance
  - respond appropriately to constructive feedback on own performance
- self-management and planning skills sufficient to:
  - plan own practice time
  - setprofessional development goals
  - identify areas of weakness and plan practice accordingly
  - investigate repertoire to contribute to the scope of programming and to continuously develop excellence in performance
- listening skills sufficient to:
  - monitor and adjust intonation as required
  - develop a strong level of relative pitch
  - use appropriate sound and tone production
  - produce a controlled sound with variations in tone as required
- initiative and enterprise skills in the context of:
  - producing sounds in a range of ways appropriate to selected musical style and repertoire
  - developing an increased awareness of the subtleties and variations of tone colour and their use in performance
  - adapting repertoire to own performance in area of specialisation
  - responding appropriately to the unexpected during performances

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REQUIRED SKILLS AND KNOWLEDGE

• learning skills in the context of:
  • improving vocal techniques and expression through practice
  • expanding repertoire
  • using appropriate repertoire for technical development
• technical skills sufficient to:
  • use a range of vocal techniques
  • produce planned sound consistently across a wide dynamic range
  • discriminate and adjust pitch to produce the required sound

Required knowledge

• well-developed understanding of:
  • industry and musical terminology
  • human anatomy and physiology as they relate to the physical process of singing
  • qualities of vocal production belonging to each register (head, chest and falsetto)
  • techniques for caring for the voice
  • repertoire relevant to area of specialisation
• issues and challenges that arise in the context of refining vocal techniques and performing before an audience
• OHS principles as they apply to singing:
  • relevant legislation
  • preventative practice against damage to the voice
  • correct posture
  • performance anxiety

Evidence 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: • confidently present at least two performance programs of songs to a professional standard • do thorough vocal warm-ups and warm-downs

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EVIDENCE GUIDE	
	• perform a 20-second *messa di voce* • plan and monitor progress in own skill development • respond positively to constructive feedback on own performance.
Context of and specific resources for assessment	Assessment must ensure: • opportunities to present performance programs before an audience • access to suitable acoustic space • use of culturally appropriate processes, and techniques appropriate to the language and literacy capacity of learners and the work being performed • opportunities to demonstrate improvement in vocal techniques.
Method of assessment	The following assessment methods are appropriate for this unit: • observation of practice or performance sessions where the candidate is singing • written or oral questioning on technical development strategies, planning and goals with respect to refinement of vocal techniques • video and/or audio recordings of performances or practice sessions where the candidate is singing • self-evaluation sheets • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • samples of work plans for private practice sessions • case studies and scenarios as a basis to discuss issues and challenges that arise in the context of refining vocal techniques and performing before an audience.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSMPF501A Prepare a program for performance • CUSMPF601A Present a music performance • CUSMPF602A Manage stagecraft aspects of performances • CUSMPF604A Extend improvisation techniques.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate personnel may include:	• musical director • performer • mentor • teacher • coach • tutor • conductor • producer • agent • sound engineer.
Strategies may include:	• working effectively with an appropriate tutor • practising as a performer • participating in relevant groups or associations • participating in professional development and other learning opportunities • attending master classes • attending performances • listening critically to a wide range of live and recorded music.

Techniques may include:	• breathing
	• *messa di voce*
	• articulation, including:
	  • tremolo
	  • vibrato
	  • legato
	  • staccato
	  • accents
	  • doit
	  • gliss
	  • fall-off
	  • plop
	  • ghost note

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RANGE STATEMENT	
	• growl • rip • bend • control of dynamics • rapid figurations • posture • projection.
Repertoire may include:	• songs and tunes for solo performance • choral pieces • acapella pieces • improvisations on rhythmic, harmonic or melodic structures • own original work.
Resources may include:	• performance space • instruments and equipment • time.

Exercises may include:	• scales
	• arpeggios
	• breathing exercises to achieve good breath control and tone colour
	• exercises for developing techniques, such as:
	  • negotiating one's way inaudibly through register breaks
	  • modifying vowels at higher pitches
	  • making informed choices about using glottal stops and diphthongs
	  • embellishing a melody
	  • improvising, e.g. scat singing
	  • producing a constant tone on all vowels
	  • comfortably singing wide intervals
	• correcting vocal faults.

Technical accuracy may relate to:	• memorising repertoire, including:
	  • melody
	  • lyrics
	  • keys and harmonic features, including chord progressions
	  • guide tones
	  • arpeggios
	• singing with a constant pure tone on all vowels

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RANGE STATEMENT	
	• fluent performance of a variety of scat syllables which are appropriate to the repertoire and reflect the singer's personality and style • consistent vocal techniques in all registers • performing appropriate vowel modification in relation to diphthongs • performing jazz articulation • rhythms • tone colour • pitch and register • dynamics • phrasing.

Health and safety considerations may include:	• correct posture to support facility and longevity in practice
	• ensuring that practice sessions are of reasonable duration to avoid fatigue
	• hearing protection
	• protection of body against overuse injury
	• safe lifting techniques
	• strategies to overcome performance anxiety, such as:
	  • focussing on a single element or action at a time
	  • relaxation techniques
	  • focussing on patterns rather than individual notes
	  • warm-up routines.

Factors to be considered when writing ***programs*** may include:	• keys
	• styles and tempos of songs
	• musical performance devices, such as:
	  • turnarounds
	  • vamps
	  • playoffs.

Psychological activities may include relaxation techniques, such as:	• mind to muscle:
	  • meditation
	  • imagery/conscious visualisation
	  • affirmations
	• stretching
	• deep breathing
	• light aerobic exercises.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF606A Conduct musical performances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct musical performances. In this unit high-level musical skills are required, along with a sound knowledge of the range and capability of instruments being used in performances. Strong interpersonal communication skills are essential, as is the ability to read and sometimes memorise orchestral and vocal scores. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Orchestral, chamber ensemble and musical theatre conductors apply the skills and knowledge described in this unit. They are responsible for communicating the overall style and intent of works they conduct to performers and to audiences.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 performances	1. Arrive punctually and check that ***equipment***, ***instruments and accessories*** are at hand 2. Foster group cohesion by communicating calmly and supportively with performers during warm-up 3. Communicate last minute contingency measures calmly where required and anticipate consequences 4. Ensure that warm-up is appropriately brief and balanced, with minimal revision, to assist self and performers to prepare for the performance psychologically, physically and artistically 5. Where possible ensure that the warm-up venue is conducive to a positive outcome 6. Apply ***listening skills*** to ensure that individual and collective tuning of instruments is accurate
Observe protocols during	7. Dress appropriately for the performance occasion

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ELEMENT	PERFORMANCE CRITERIA
performances	8. Acknowledge the concertmaster according to stage protocol 9. On arrival at the podium acknowledge the audience with a bow 10. Observe performers to ascertain and expedite performance readiness 11. Observe audience for performance readiness and delay performance for a reasonable time as required 12. Acknowledge performers at the conclusion of performances or at other appropriate times 13. Acknowledge final applause with a bow or other appropriate response
Interact with performers	14. Make personal preparation and ***understanding of the score*** evident during performances 15. Communicate musical leadership clearly to performers through demeanour and body language 16. Maintain the engagement of all performers and direct energy to achieve performance excellence 17. Ensure that overall acoustic balance of instrumental and/or electronic forces is consistent and appropriate 18. Apply ***music knowledge*** and ***technical skills*** to bring out the best in performers and to achieve performance excellence 19. Monitor the body language of performers and ensemble members as a measure of their confidence in the conductor/director 20. Respond quickly and effectively to performance variations and minimise the consequent effect of any disruption 21. Maintain balance between the aspirations of different performers and their functions within the overall work
Interact with audiences	22. Establish effective contact with audiences in line with performance context 23. Control behaviour from the moment of entry to final exit in line with performance context 24. Direct verbal communication to audience audibly as required to contribute to their overall understanding of works 25. Achieve and sustain audience engagement throughout performances 26. Maintain responses to audiences in an alert, sensitive

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ELEMENT	PERFORMANCE CRITERIA
	and courteous manner
Evaluate own performance	27. In consultation with ***relevant personnel***, evaluate performances against planned outcomes 28. Assess own performance for its success in achieving the potential of musical works and performers 29. Measure performance against previous performances to assess own development 30. Assess performances for potential contribution they may make to future work 31. Identify aspects of own performance that could be improved 32. Respond to feedback constructively and apply to future work as appropriate

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:
  - provide musical leadership and creative direction to performers and instrumentalists during live performances
  - work collaboratively with a wide range of people
  - work creatively with individual differences
  - work constructively with group dynamics
  - observe cultural protocols appropriate to the genre or area of specialisation
  - identify and deal positively and constructively with conflict
- initiative, enterprise and creativity in the context of:
  - demonstrating originality and innovative approaches to the performance andinterpretation of music for self and others
  - extending musical boundaries for self and audience
  - phrasing and shaping music appropriately
  - understanding and expressing appropriate musical nuance
  - leading musical performances appropriately for the context of venues, sound forces and perceived audience taste
- listening skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE

- recognise intervals, chords, scales and chord progressions
- understand appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound for self and others
- listen critically to the creative workof others to inform own work and the work of others
- listen critically to and adjust own creative workto achieve the required sound for self and others
- listen critically to continuously evaluate and adjust the performance of musical works

- planning and organisational skills sufficient to:
  - work within timeframes to achieve planned outcomes
  - demonstrate punctuality in all work commitments
  - use time-management strategies to set priorities
- learning and self-management skills in the context of:
  - evaluating, adjusting and developing own work in line with planned career directions and artistic aspirations
  - discerning and listening to the advice of appropriate colleagues, experts and audience groups to adjust work in line with career direction
  - using appropriate posture, dress and other performance protocols
  - observing OHS requirements
- technical skills in the context of reading musical scores

Required knowledge

- music knowledge in area of specialisation, including:
  - interpreting music in performance
  - improvisation conventions
  - sight reading from charts or musical notation
  - appropriate repertoire
  - musical terminology
  - musical genres and styles
  - solo and group performance protocols
  - capability and features of a range of musical instruments
  - composition process
- issues and challenges that typically arise in the context of conducting musical performances
- techniques for moving the body and breathing to enhance musical performance of self and others
- OHS requirements and procedures in relation to performing

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Evidence 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: • conduct at least three musical performances • provide musical leadership • express musical vision through a range of musical forces • motivate performers to achieve their best.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant instruments and equipment • access to scores, charts or other written music resources • access toensemble performers • access to performance venuesand audiences • 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: • observation or video recordings of candidate conducting musical performances • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • authenticated recordings of music performances where the candidate was the conductor • case studies and scenarios as a basis for discussion aboutissues and challenges that arise in the context ofconducting musical performances.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSMPF607A Lead music rehearsals.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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*, *instruments and accessories may include:	• voice and other acoustic and electronic musical instruments
	• baton
	• scores
	• strings
	• reeds
	• mouth pieces
	• sticks, mallets, brushes and beaters
	• tuners, tuning forks and electronic tuners
	• electronic equipment
	• audio and video recordings
	• sound reinforcement equipment, such as:
	  • microphones
	  • amplifiers
	  • mixers
	  • cabling
	• lighting and lighting equipment
	• special effects devices.

Listening skills may include:	• tuning instrument • listening to adjust the sound in solo or group performance • aural imagination to identify and develop interpretive options • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory • listening for balance in the overall sound.
Understanding the score may	• cadence

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RANGE STATEMENT	
include:	• colour • giving effective cues for entries • heat dynamics • phrasing • structure • tempo • tone.

Music knowledge may include:	• repertoire
	• instrument knowledge
	• music analyses and research
	• marking up music rooms
	• musical forms, systems, practices and customs
	• using written music notation to read and write music, such as:
	  • acoustic and electronic scores
	  • sheet music
	  • chord charts
	• interpretation and/or writing of directions for:
	  • instrumentation
	  • voicing
	  • expression
	  • timbre
	  • attack
	  • pitch
	  • tempi
	  • dynamics
	• sight reading
	• improvisation
	• shaping the performance of others.

Technical skills may include:	• characteristics of instruments • facility with techniques to control and enhance music making • taking into account technical requirements of specific instruments.
Relevant personnel may include:	• producer • sound engineer • performer • stage manager • music critic

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RANGE STATEMENT	
	• mentor • composer • musical director • sound designer • production manager • manager • promoter • client.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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CUSMPF607A Lead music rehearsals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to direct performers in rehearsals. This leadership role includes motivating others to give their best in performance. This involves applying a range of musicianship skills, such as understanding the performance capabilities of instruments and providing solutions to performance problems that arise 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	Musical directors and resident conductors apply the skills and knowledge described in this unit. They are responsible for choosing repertoire, selecting musicians, overseeing the organisation of rehearsals and providing musical leadership during rehearsals.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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**
Develop musical direction skills	1. Critically research scores and performances with musical possibilities and outcomes in mind 2. Explore approaches in a range of art forms for their potential to assist with developing own ***musical direction skills*** 3. Participate in formal and informal ***learning*** experiences for own artistic and professional development 4. Explore cultural contexts and contemporary issues for their potential effect on own work 5. Plan work opportunities in line with career goals and artistic aspirations 6. Evaluate own work critically for overall achievement and use the opinions of others judiciously 7. Maintain a broad and current knowledge of the music industry through formal and informal means

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ELEMENT	PERFORMANCE CRITERIA
Prepare performance programs	8. Discuss vision for programs and expected performance outcomes with ***relevant personnel*** 9. Discuss and confirm casting with producers to ensure appropriate repertoire decisions 10. Ensure that repertoire selected is appropriate to the skill level of performers and for the performance occasion 11. Where possible, ensure that selected repertoire provides specific development possibilities for performers 12. Ensure that advice and feedback are sought, evaluated and incorporated into selection of repertoire and overall program 13. Communicate final musical vision positively and clearly to promoters, producers and performers
Prepare to rehearse performance programs	14. Ensure that ***resources*** required for rehearsals are obtained and available in a timely fashion 15. Plan specific techniques to assist communication with performers and ensure optimum learning of the program 16. Assess musical and technical aspects of the repertoire to determine how they might affect rehearsals 17. Prepare repertoire to ensure that the performance shape and vision can be achieved with the performers within the allocated rehearsal time 18. Consider the possibilities of the musical style and the potential for drawing out the music's expressive qualities in own preparation for conducting 19. Plan strategies to meet potential technical and artistic challenges while ensuring efficient use of rehearsal time
Finalise rehearsal schedule	20. Clearly communicate details of rehearsal content and standard of musical preparation required to relevant personnel, allowing sufficient time for preparation 21. Clearly communicate details of responsibility for ***equipment***, ***instruments and accessories*** and venue for each rehearsal to relevant personnel, allowing time for compliance 22. Ensure that sufficient rehearsal time is allocated to the repertoire to achieve agreed outcomes 23. Anticipate problems that might arise in relation to rehearsal schedule and plan accordingly
Direct rehearsals	24. Apply ***listening skills*** to ensure that individual and collective tuning is accurate 25. Use body effectively to give clear directions for

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ELEMENT	PERFORMANCE CRITERIA
	structure, beat, entry cues, dynamics, colour and expression 26. Recognise and work with the collective and individual skills of performers 27. Apply ***music knowledge*** and ***technical skills*** to bring out the best in performers and to achieve performance excellence 28. Communicate criticism of performers' work in a balanced and supportive manner
Evaluate rehearsals	29. Participate in debriefing sessions with relevant personnel to identify strengths and weaknesses of rehearsal processes 30. Document the outcome of debriefing sessions according to enterprise procedures 31. Reflect on own performance as rehearsal leader and note areas for improvement 32. Respond appropriately to peer feedback on quality of rehearsal performances and processes

Required Skills and Knowledge

Required skills

• communication and teamwork skills sufficient to:
  • provide musical leadership and creative direction to performers and instrumentalists during rehearsals
  • work collaboratively with a wide range of people
  • work creatively with individual differences
  • work constructively with group dynamics
  • observe cultural protocols appropriate to the genre or area of specialisation
  • identify and deal positively and constructively with conflict
• initiative, enterprise and creativity in the context of:
  • matching repertoire to target audience
  • demonstrating originality and innovative approaches to the performance andinterpretation of music for self and others
  • extending musical boundaries for self and audience
  • phrasing and shaping music appropriately
  • understanding and expressing appropriate musical nuance
  • leading musical performances appropriately for the context of venues, sound

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Required skills

forces and perceived audience taste
• listening skills sufficient to:
  • recognise intervals, chords, scales and chord progressions
  • understand appropriate intonation, dynamics, phrasing, rhythm and expression to produce the required sound for self and others
  • listen critically to the creative workof others to inform own work and the work of others
  • listen critically to and adjust own creative workto achieve the required sound for self and others
  • listen critically to continuously evaluate and adjust the performance of musical works
• planning and organisational skills sufficient to:
  • clarify roles
  • plan events and performance opportunities
  • work within established budgets and timeframes to achieve planned outcomes
  • match work commitments to best career outcomes
  • plan practice to improve own technical facility in performance anddirecting music in area of specialisation
  • demonstrate punctuality in all work commitments
  • use time-management strategies to set priorities
• learning and self-management skills in the context of:
  • locating and using resources to advance performance outcomes
  • acquiring and using information appropriate to directing performances
  • evaluating, adjusting and developing own work in line with planned career directions and artistic aspirations
  • discerning and listening to the advice of appropriate colleagues, experts and audience groups to adjust work in line with career direction
  • using appropriate posture, dress and other performance protocols
  • observing OHS requirements
• technical skills sufficient to:
  • read musical scores
  • understand the capability of equipment and instruments in area of specialisation
  • investigate technology to enhance artistic or commercial outcomes in area of specialisation

Required knowledge

• music knowledge in area of specialisation, including:
  • interpreting music in performance
  • improvisation conventions

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Required skills
• sight reading from charts or musical notation • appropriate repertoire • musical terminology • musical genres and styles • solo and group performance protocols • composition process • issues and challenges that typically arise in the context of preparing and leading music rehearsals • techniques for moving the body and breathing to enhance musical performance of self and others • OHS requirements and procedures in relation to performing

Evidence 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: • meet performance/production requirements when preparing for rehearsals • provide musical leadership in rehearsal on at least three occasions • apply high levels of music literacy and repertoire knowledge • continuously improve performances through ongoing evaluation • motivate others involved in performances to achieve their best.

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

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EVIDENCE GUIDE	
	• appropriate performance venues with adequate space and acoustic qualities • 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: • evaluation of rehearsal schedules and plans prepared by the candidate • observation or video recordings of music rehearsals led by the candidate • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • authenticated recordings of music rehearsals where the candidate provided musical leadership • case studies and scenarios as a basis for discussion about issues and challenges that arise in the context ofpreparing and leading music rehearsals.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSMLT601A Analyse music • CUSMPF606A Conduct musical performances.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Developing ***musical direction skills*** may involve:	• undertaking lessons with an appropriate tutor/mentor • participating in professional development and

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RANGE STATEMENT	
	other learning opportunities • participating in relevant groups or associations • listening critically to a wide range of live and recorded music • communicating with peers using physical and electronic means • contributing to and participating in festivals and conferences • being involved in a range of relevant music-making activities, including master classes.
Learning may take place through:	• mentoring • coaching • work experience • shadowing • structured or formal training • listening to and evaluating the work of others • continuing evaluation of own work • peer and audience feedback.
Relevant personnel may include:	• producer • sound engineer • performer • stage manager • conductor • music critic • mentor • composer • musical director • sound designer • production manager • manager • promoter • client.
Resources may include:	• equipment • instruments and accessories • rehearsal space • scores • rehearsal schedule • contact details for performers and others involved in rehearsals

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RANGE STATEMENT	
	• documentation required by venue or producers.

Equipment*, *instruments and accessories may include:	• voice and other acoustic and electronic musical instruments
	• baton
	• scores
	• strings
	• reeds
	• mouth pieces
	• sticks, mallets, brushes and beaters
	• tuners, tuning forks and electronic tuners
	• electronic equipment
	• audio and video recordings
	• sound reinforcement equipment, such as:
	  • microphones
	  • amplifiers
	  • mixers
	  • cabling
	• lighting and lighting equipment
	• special effects devices.

Listening skills may include:	• tuning instrument • listening to adjust the sound in solo or group performance • aural imagination to identify and develop interpretive options • pattern and sequence recognition and memory • recognising music systems and practices • chords and keys in tonal or other musical systems • reproducing sequences from memory.

Music knowledge may include:	• repertoire
	• instrument knowledge
	• music analyses and research
	• marking up music rooms
	• musical forms, systems, practices and customs
	• using written music notation to read and write music, such as:
	  • acoustic and electronic scores
	  • sheet music
	  • chord charts
	• interpretation and/or writing of directions for:

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RANGE STATEMENT	
	• instrumentation • voicing • expression • timbre • attack • pitch • tempi • dynamics • music writing, copying, arranging or editing • sight reading • improvisation • shaping the performance of others • making musical compositions available to be reproduced for performance.
Technical skills may include:	• applying the understanding of technical issues of instruments and voices • facility with techniques to control and enhance music making • taking account of technical requirements of specific instruments.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Performing arts - music performance

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUSOHS301A Follow occupational health and safety procedures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to follow OHS policies and procedures in the entertainment and media industries. 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. The application of skills and knowledge specified in CPCCOHS1001A is covered in this unit.

Application of the Unit

Application of the unit	All employees and contractors in the entertainment, events, and screen and media industries apply the skills and knowledge outlined in this unit. Compliance with OHS policies and procedures is essential in all work contexts, along with an understanding of the consequences of non-compliance.

Licensing/Regulatory Information

Not applicable.

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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**
Follow safe work practices	1. Apply knowledge of ***safe work practices*** to complete work tasks in accordance with ***legislative requirements*** and ***codes of practice*** 2. Adhere to safety plans, safety implementation reports and other ***documentation*** as required 3. Use tools, equipment and materials according to enterprise ***procedures*** 4. Complete work tasks with due regard to safety ***signs and symbols*** 5. Comply with ***duty of care requirements*** 6. Participate in ***OHS communication and reporting processes***

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ELEMENT	PERFORMANCE CRITERIA
Maintain personal safety standards	7. Use safety clothing and ***personal protective equipment*** (PPE) as required to ensure own safety and safety of others 8. Undertake ***measures*** to prevent injury or impairment related to workplace activities 9. Apply safe manual-handling techniques to avoid back strain and other injuries 10. Contribute to keeping the work environment free of ***hazards*** 11. Maintain currency of own knowledge of OHS workplace policies and procedures
Assess risks	12. Report hazards or ***OHS issues*** in the workplace to ***relevant personnel*** 13. Apply knowledge of ***principles of risk management*** when taking action to minimise risk in line with own level of responsibility 14. Follow workplace procedures for controlling risks 15. Contribute to workplace OHS, hazard, accident and incident reports as required 16. Report breaches of health, safety and security procedures promptly as required
Follow emergency procedures	17. Report ***emergency*** or ***incident*** promptly to relevant personnel or ***authorities*** in line with ***general procedures*** for responding to incidents and emergencies 18. Take action to deal with emergencies in line with own level of responsibility 19. Seek assistance from colleagues and relevant authorities as required 20. Practise and follow emergency and evacuation procedures 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 teamwork skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE

- clarify OHS legislative requirements
- discuss OHS issues and information
- enable clear and direct communication, using questioning to identify and confirm requirements, share information, listen and understand
- relay information to others
- report hazards and risks
- use and interpret non-verbal communication, such as hand signals
- use language and concepts appropriate to cultural differences
- contribute effectively to formal and informal OHS meetings
- complete workplace documentation related to OHS procedures
- read and interpret material safety data sheets (MSDS)
- follow verbal and written instructions
- work collaboratively with others to keep the workplace safe and free of hazards

- comprehension skills to:
  - explain the basic OHS legislative requirements applicable to own work
  - explain the meaning of safety signs and symbols
  - identify common hazards in specified area of work
  - discuss the basic principles of risk management
- initiative and enterprise skills sufficient to:
  - respond appropriately to an emergency
  - use basic firefighting equipment
  - dispose of waste material in a responsible manner
- planning and organisational skills in the context of completing work tasks in a logical order and ensuring that PPE is used appropriately
- learning skills in the context of maintaining currency of own knowledge of OHS policies and procedures
- technical skills sufficient to access the internet to source information on OHS

Required knowledge

- applicable federal, state or territory OHS legislation, regulations, standards, codes of practice and industry standards/guidance notes relevant to own work, role and responsibilities
- basic principles of risk management
- role of state or territory workplace safety authorities
- sources of information on OHS issues for the specified area of work, including:
  - enterprise procedures manuals
  - MSDS
  - unions and employer associations
  - Australian Safety and Compensation Council

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REQUIRED SKILLS AND KNOWLEDGE

- state or territory workplace safety authorities
- enterprise OHS policies and procedures and implications of breaching them, relating to:
  - emergency response and evacuation
  - first aid
  - incident reporting
  - responding to accidents
  - OHS hierarchy of controls
  - role of OHS committees and representatives
  - duty of care
  - workplace fire hazard minimisation
  - PPE
  - types of OHS information and documentation
- general workers' compensation and injury management requirements
- OHS responsibilities and rights of duty holders, including:
  - designers
  - employers
  - inspectors
  - manufacturers
  - persons in control of work/projects
  - self-employed persons
  - supervisors
  - suppliers
  - workers
- own responsibilities to comply with safe work practices relating to:
  - housekeeping
  - identifying hazards
  - preventing bullying or harassment
  - smoking
  - using amenities
  - using drugs and alcohol
  - using basic firefighting equipment
- basic first aid procedures
- industry terminology
- circumstances where a licence, ticket or certificate of competency is required
- common safety signage and symbols
- common hazards and major causes of workplace accidents in the specified area of work

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Evidence 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 workplace conditions, materials, activities, responsibilities and procedures.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • comply with OHS regulations and federal, state or territory legislation requirements for workplace operations, including duty of care • comply with OHS communication processes, information and documentation procedures • demonstrate an understanding of the role of OHS committees and representatives, the meaning of common safety signs and symbols, and procedures for reporting hazards, incidents and injuries • communicate and work safely with others • follow general procedures for responding to incidents and emergencies, including evacuation, first aid, fire safety equipment and PPE • explain the consequences of non-compliance with OHS policies and procedures.
Context of and specific resources for assessment	This unit of 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.

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EVIDENCE GUIDE	
	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. 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 • MSDS • research resources, including industry-related systems information • 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: • direct observation of the candidate explaining workplace safety or emergency procedures to others • direct observation of the candidate demonstrating safe work practices for particular job roles • case studies and problem-solving exercises for emergency situations and particular safety issues • written or oral questioning to assess knowledge of industry safety guidelines and legislation.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND301A Work effectively in the screen and media industries • CUSIND301A Work effectively in the music industry • CUSSOU303A Set up and disassemble audio

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EVIDENCE GUIDE	
	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.	
Safe work practices include:	• access to site amenities, such as drinking water and toilets • restrictions in relation to drugs and alcohol at work • general requirements for safe use of plant and equipment • general requirements for use of PPE and clothing • housekeeping to ensure a clean, tidy and safe work area • preventing bullying and harassment • smoking in designated areas • storage and removal of debris.
Legislative requirements may include:	• provisions of federal, state and territory OHS and welfare Acts and regulations • guidelines and procedures administered by statutory/regulatory authorities, e.g. state/territory OHS authorities responsible for issuing construction induction cards • 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 safety standards.
Codes of practice may include:	• safety guidelines for the entertainment industry

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RANGE STATEMENT	
	• film industry recommended safety code • national code of practice for induction training for construction work • film and television safety guidelines • NSW child employment guidelines • code of practice for the welfare of film animals.
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 • MSDS • proformas for reporting hazards, incidents and injuries • reports of near misses and dangerous occurrences • production/performance risk assessment • special performance condition notification • safe work method statements • safety meeting minutes • site safety inspection reports.

Procedures may include guidelines for:	• emergencies, such as fire and accidents
	• using fire safety equipment
	• accessing first aid treatment
	• hazard identification and control
	• using PPE and clothing
	• safe sitting, lifting and handling
	• security of documents, cash, equipment and people
	• safe use of:
	  • audio and communication equipment
	  • chemicals and toxic substances
	  • electrical equipment
	• hot works

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RANGE STATEMENT	

	• smoke and particle isolation
	• use of MSDS
	• safe construction of rigging and supports
	• working at heights
	• working in reduced lighting conditions
	• working in confined spaces
	• dealing with difficult customers
	• access to:
	  • orchestra pit
	  • fly tower and grid.

Signs and symbols may include:	• 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 and out-of-service tags) • facility or location signs • site safety • directional • traffic and warning signs and symbols.

Duty of care requirements relate to:	• legal responsibility under duty of care to do everything reasonably practicable to protect others from harm
	• own responsibilities to comply with safe work practices, including activities that require licences, tickets or certificates of competency
	• relevant federal and state OHS requirements, including those relating to:
	  • construction workers and supervisors
	  • designers
	  • employers
	  • inspectors
	  • manufacturers and suppliers
	  • persons in control of the work site
	  • subcontractors and self-employed persons.

OHS communication and reporting processes include:	• discussions with OHS representatives • OHS meetings

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RANGE STATEMENT	
	• OHS notices, newsletters, bulletins and correspondence • OHS participative arrangements • processes for raising OHS issues • toolbox talks • workplace consultation relating to OHS issues and changes.
Personal protective equipment may include:	• gloves • safety harnesses • hard hats • aprons • arm guards • eye protection • hearing protection • high visibility retro reflective vests • respiratory protection • safety footwear • protective clothing, including ultraviolet (UV) protective • sunscreen • well-fitting clothing.
Measures may relate to:	• correct posture when playing an instrument • ergonomic seating • taking adequate rest breaks • avoiding prolonged periods in front of a computer screen • using plant and equipment guards in line with manufacturer specifications • engineering control • wearing PPE • controlling noise/sound levels and length of exposure to high levels of noise • avoiding eye strain • stress management techniques • correct handling of chemical and dangerous substances or equipment • following the hierarchy of safety controls.
Hazards may include:	• noise • electrical safety • chemical spills • paint fumes and spills

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RANGE STATEMENT	
	• gas • smoke machines • pyrotechnics • aerotechnics • animals on set • execution of special effects, stunts or action sequences • firearms and ammunition • moving machinery and equipment • manual handling • trip, e.g. objects left in passageways • protrusions • sharp equipment • overhanging beams • falling objects • unplanned collapse • adverse weather and lighting conditions • hot and cold work environments • working at heights • working in the dark • working in confined spaces • chemicals and toxic substances • fire • UV radiation • traffic and mobile plant • excavations, including trenches • infectious diseases, including HIV.
OHS issues may include:	• occupational overuse injury • performance anxiety • stress • bullying and harassment.
Relevant personnel may include:	• supervisor • safety officer • first aid officer • OHS committee member • OHS representative • stage manager • production manager • technical director • artist, musician and performer

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RANGE STATEMENT	
	• audio and sound engineer • audio and sound technician/mixer • camera crew • lighting crew • broadcaster • broadcast technician and engineer • director • producer • conductor • program manager.
Principles of risk management include:	• assessing risks involved • consulting, reporting and ensuring the involvement of relevant workers • controlling hazards • identifying hazards • reviewing to identify change or improvement.

Emergencies may include:	• fire:
	  • electrical
	  • chemical
	  • gas
	  • mechanical
	  • paper
	  • wood
	• accident
	• chemical spill
	• injury to personnel
	• structural collapse
	• toxic and/or flammable vapour emission
	• vehicle/mobile plant accident
	• robbery
	• bomb threat
	• armed hold-up
	• natural disaster
	• equipment failure.

Incidents may 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

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RANGE STATEMENT	
	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 1.5Â metres deep, including any shoring • collapse or partial collapse of a building or structure • collapse, overturning or failure of the load-bearing of scaffolding, lift, crane, hoist or mine-winding equipment • damage to or malfunction of other major plant • electric shock • electrical short circuit, malfunction or explosion • uncontrolled explosion, fire or escape of gas, hazardous substance or steam • other unintended or uncontrolled incident or event arising from operations carried on at a workplace.
Authorities may include:	• fire service • police • ambulance • hospitals and medical • community welfare • OHS regulatory authority.

General procedures for responding to incidents and emergencies include:	• basic emergency response
	• evacuating
	• notifying designated OHS personnel and authorities
	• notifying emergency services
	• referring to site emergency plans and documentation
	• using fire safety equipment, such as:
	  • breathing apparatus
	  • fire blankets
	  • firefighting equipment.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - occupational health and safety

Co-requisite units

Co-requisite units		

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CUSPUR501A Establish and manage recording contracts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to negotiate and enter into recording contracts and to monitor compliance with contract conditions. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Artist and repertoire (A&R) managers in record companies and artist managers typically apply the skills and knowledge described in this unit. They are responsible for negotiating the terms and conditions of contracts with artists to record their performances and for liaising with legal representatives to finalise contracts. A thorough understanding of the rights of all parties to recording contracts is essential.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 currency of knowledge of rights of parties to recording contracts	1. Access reliable ***sources of information*** about the ***rights of performers*** in ***recording deals*** 2. Access reliable sources of information about the rights of ***parties*** entering into recording deals with performers 3. Identify and participate in ***professional development activities*** to consolidate music business knowledge 4. Participate in ***industry networks*** to maintain currency of music business knowledge
Establish contracts	5. Clarify ***terms and conditions*** of contract with all parties, ensuring all parties understand their contractual rights and obligations 6. Ensure contract complies with relevant ***legislative and regulatory requirements*** 7. Draft contract using specialist legal advice as required and distribute to all parties for comment 8. Use ***effective negotiation techniques*** to resolve any issues to the satisfaction of all parties

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ELEMENT	PERFORMANCE CRITERIA
	9. Adjust contract in light of advice received and reconfirm variations with all parties 10. Seek agreement from all parties to sign contract
Finalise and monitor contracts	11. Conduct final check on terms and conditions of contract with all parties to ensure their observance 12. Ensure contract is signed, exchanged between all parties and appropriately stored and safeguarded 13. Monitor performance against/observance of contractual terms and conditions by all parties 14. Enforce compliance and provide recommendations for contractual variations as required 15. Ensure changes to contracts are negotiated with and agreed to by all parties

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 relevant contractual/legal information
- literacy skills sufficient to:
  - draft and finalise contracts
  - interpret contractual documentation
- numeracy skills sufficient to negotiate financial agreements
- communication skills sufficient to negotiate contractual terms and conditions
- planning and organisational skills sufficient to:
  - develop strategies for achieving contractual outcomes
  - monitor observance of contractual terms and conditions
- learning skills sufficient to maintain currency of knowledge of music business trends
- problem-solving skills sufficient to clarify and resolve contractual discrepancies and variations
- technical skills sufficient to:
  - download contractual and legal information
  - use standard word-processing software

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• common terminology, features and requirements of contractual arrangements
• relevant federal and state/territory legislation as it applies to recording contracts, including:
  • accuracyand clarity of information
  • anti-discrimination, equal employment opportunity and affirmative action
  • copyright and intellectual property
  • industrial relations, including relevant awards and agreements
  • OHS
  • privacy and confidentiality
  • terms and conditions of employment
• revenue structure of the performing/recording industry
• typical features and requirements of recording contracts
• issues and challenges that typically arise in the context of establishing and managing recording contracts

Evidence 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: • establish and manage contracts • monitor contractual compliance with legislative and regulatory requirements • work cooperatively with all parties to contracts.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • appropriate technology to obtain contractual and legal information
	  • clients and financiers
	  • relevant legislative and regulatory material regarding contractual arrangements
	• use of culturally appropriate processes, and techniques appropriate to the language and literacy

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EVIDENCE GUIDE	
	capacity of the candidate and the work being performed.
Method of assessment	The following assessment methods are appropriate for this unit: • case studies to assess ability to interpret relevant federal, state and territory legislation • direct observation of candidate establishing and managing contracts • written or oral questioning to assess knowledge as listed in the required knowledge section of this unit • problem-solving activities to assess ability to resolve contractual discrepancies and variations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUR402B Negotiate contracts • CUFCMP501A Manage and exploit copyright arrangements • CUSMGT401A Manage distribution of music and associated products • CUSMGT404A Administer artists' royalty income • CUSMGT502A Manage artists and their careers • CUSMGT503A Develop artists and repertoire.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• Arts Law Centre of Australia • Media Entertainment and Arts Alliance • Musicians Union of Australia • Australasian Performing Rights Association (APRA)

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RANGE STATEMENT	
	• Australasian Mechanical Copyright Owners Society (AMCOS) • Australian Recording Industry Association (ARIA) • Copyright Agency Limited (CAL) • Australian Copyright Council • Live Performance Australia • Music Council of Australia.
Rights of performers may relate to:	• obtaining performers' permission to record • ownership of copyright in the recording, including joint ownership of copyright • moral rights • right of attribution • right against false attribution • right of integrity.

Recording deals may include:	• audio and audiovisual recordings:
	  • solo
	  • band or group
	• 360 degree deals, including for example:
	  • live performances
	  • tour earnings
	  • recordings
	  • merchandise
	  • brand placement.

Parties may include:	• record companies • concert promoters • tour companies.
Professional development activities may include:	• conferences • master classes • seminars • symposiums • training programs • workshops.
Industry networks may include:	• professional industry associations • legal advisers • advisory committees • government agencies • lobby groups • unions.

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RANGE STATEMENT	

Terms and conditions may include:	• royalties
	• royalty splits
	• advances
	• overseas income
	• allowances
	• artistic control and restrictions, including:
	  • advertising
	  • approval of test pressing
	  • choice of producer and material to be recorded
	  • copyright ownership
	  • coupling and television compilations
	  • cover art
	  • packaging
	  • image and likeness
	  • editing, mixing, remixing and re-recording
	  • promotional goods and endorsements
	  • synchronisation uses
	• pay or play provisions, such as:
	  • recording obligations
	  • release commitment (domestic/foreign)
	  • liquidated damages
	  • termination rights
	• product commitment, such as:
	  • amount
	  • timetable for delivery
	  • suspension
	  • exclusivity
	  • injunctive relief
	• promotional commitment and tour support
	• terms and territory
	• warranties and indemnities
	• accounting
	• bookkeeping
	• recordkeeping
	• credits
	• enforcement of rights
	• insurance
	• jurisdiction

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RANGE STATEMENT	

	• obligation to exploit
	• partnerships
	• performance requirements
	• sick leave
	• unspecified amendments:
	  • evolving styles and genres of artists
	  • new and evolving technology
	  • new levels of success for artists
	  • unforeseen changes to recordings and performances
	• superannuation.

Legislative and regulatory requirements may include:	• anti-discrimination • equal employment opportunity • affirmative action • industrial awards and agreements • copyright and intellectual property • OHS • terms and conditions of employment.

Effective negotiation techniques may include:	• adopting collaborative negotiating style
	• assessing strengths and weaknesses of opposing positions and determining viable alternatives
	• clarifying purpose, content and desired outcomes
	• communicating results to all parties within appropriate timeframes
	• conducting negotiation in a professional manner
	• ensuring final position is agreed and understood by all parties
	• identifying consequences of non-agreements
	• maintaining contact with all parties
	• managing conflict/disagreement between parties
	• treating all parties courteously and in ways that acknowledge their contribution
	• using effective questioning techniques:
	  • closed questions, allowing yes/no answers
	  • open questions, allowing range of responses
	  • reflective questions, provoking clarification.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - purchasing and contracting

Co-requisite units

Co-requisite units		

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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.

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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 ***documentation*** and ***consumables*** for ***recording production*** with appropriate persons 2. Connect ***sound equipment and accessories*** according to safety, technical and ***production requirements*** 3. Refer faults and problems to ***appropriate persons***
Contribute to recording operations	4. Follow directions about the ***placement and movement*** of ***microphones*** and ***microphone accessories*** 5. Assist with ***sound check*** to ensure levels and ***characteristics of recorded sound*** meet required

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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 knowledgeof 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

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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

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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 recordingsin which candidate assisted asound 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: • CUFIND201ADevelop 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

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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

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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

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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.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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CUSSOU202A Mix sound in a broadcasting environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to operate a broadcast studio panel. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Panel operators at community broadcasting stations typically apply the skills and knowledge described in this unit. They are responsible for ensuring that all audio inputs are mixed smoothly in line with program requirements. They work closely with presenters and studio guests, providing them with cues prior to opening microphones. More complex skills associated with the dual tasks of presenting information on air and operating a studio panel are covered in: • CUFAIR301A Present radio programs.

Licensing/Regulatory Information

Not applicable.

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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 broadcast	1. Check studio ***equipment*** is safe and operational and replace any non-functioning equipment in line with station procedures before broadcast commences 2. Rectify simple technical faults and problems, referring those beyond one's own technical capability on to ***relevant personnel*** 3. Confirm in advance that all prerecorded material is ready for broadcast 4. Confirm that external sources required by the program are available from point of origin to studio panel desk 5. Check that arrangements for recording and linking live sources meet ***production*** requirements 6. Conduct sound check, and implement and document adjustments in line with station and ***production***

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ELEMENT	PERFORMANCE CRITERIA
	requirements
Mix audio inputs on air	7. Mix ***audio inputs*** through the studio panel to produce required sound level and tonal balances 8. Execute sound cues according to production requirements 9. Cue and play ***presentation material*** according to program schedule 10. Brief and cue studio guests as required 11. Deal with operational problems of equipment promptly and effectively throughout on-air sessions 12. Follow technical operational instructions from relevant personnel during live talkback sessions as required 13. Complete broadcast on time and hand over to next panel operator as required
Complete operations after broadcast	14. Save relevant material for archiving and future use in line with station procedures 15. Ensure surplus material is dealt with in line with station procedures 16. Complete ***documentation*** required by the broadcasting station 17. Check and clean equipment and work environment in line with station procedures 18. Notify relevant personnel of equipment faults in line with station procedures 19. Seek feedback from relevant personnel on own performance as a panel operator 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
• teamwork skills sufficient to work cooperatively with others in a broadcasting environment • problem-solving skills sufficient to respond effectively to technical problems that arise in a live-to-air studio situation

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REQUIRED SKILLS AND KNOWLEDGE

• initiative and enterprise skills in the context of managing a range of audio inputs smoothly and efficiently in a live broadcast situation
• self-management and planning skills sufficient to:
  • wrap up technical aspects of a live broadcast or recording session within the allocated time
  • prioritise work tasks
  • meet deadlines
  • seek expert assistance when problems arise
• literacy skills sufficient to read and complete routine workplace documentation
• numeracy skills sufficient to time presentation material to fit within the allocated program time
• aural-discrimination skills sufficient to ensure that audio levels are consistent throughout the program
• technical skills sufficient to:
  • operate a basic broadcast studio panel
  • rectify simple technical faults that occur in a broadcast studio environment

Required knowledge

• industry knowledge, including:
  • roles and responsibilities of personnel involved in the production process
  • issues and challenges that arise in the context of operating a studio panel live-to-air
  • radio conventions and terminology
• characteristics of sound in a broadcast studio environment
• basic understanding of the audio signal path from studio to listener
• issues and challenges that typically arise in the context of operating a studio panel in a live-to-air situation
• OHS requirements as they relate to the operations of a radio station, including 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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to: • operate a basic broadcast studio panel on at least three occasions • operate the full range of audio inputs at the correct level in line with production requirements • integrate a number of different tasks simultaneously • interact effectively with presenters and studio guests • work cooperatively in a broadcast production environment.
Context of and specific resources for assessment	Assessment must ensure: • access to a basic broadcast studio • 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 or video recording of the candidate operating a studio panel • evaluation of authenticated audio recordingsof broadcasts where the candidate was the panel operator • written or oral questioning to test industry knowledge and characteristics of sound in a broadcast environment.
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 • CUFIND301A Work effectively in the screen and media industries • CUSSOU201A Assist with sound recordings • CUSSOU302A Record and mix a basic music demo.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• audio playback equipment
	• CD players
	• computer technology and associated software
	• headphones
	• microphones:
	  • condenser
	  • dynamic
	  • radio
	  • lavalier
	• off-air monitors
	• manual and automated studio panels
	• turntables
	• digital and analogue recording devices
	• sequence samplers.

Relevant personnel may include:	• producers • presenters • announcers • program managers • broadcasters • station managers • volunteer coordinators • volunteers • clients • sales representatives • performers • studio guests • other technical staff • other specialist staff.
Productions may include:	• documentaries • drama programs • commercials • print advertisements • sporting broadcasts

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RANGE STATEMENT	
	• news and current affairs • music programs • talkback programs • live events and performances.
Production requirements may include:	• duration • style • content • budget • deadlines • timelines • location • audience • purpose • contractual • confidentiality • intellectual property • copyright • schedule • direct quotes • attributions • interviews in studio, telephone or prerecorded • technical • creative • OHS.
Audio inputs may include:	• live voice in studio • music • prerecorded material • cross to live broadcasts • telephone talkback.

Presentation material may include:	• music
	• prerecorded material, such as:
	  • interviews
	  • announcements
	  • sound grabs
	  • intros and outros.

Documentation may include:	• production schedules • log sheets • technical fault report sheets • Australasian Performing Rights Association

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RANGE STATEMENT	
	(APRA) log.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - broadcasting

Co-requisite units

Co-requisite units		

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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:

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	• 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	1. In consultation with ***relevant personnel*** confirm front-of-house sound reinforcement requirements, referring to ***production documentation*** as required 2. ***Check*** that ***equipment*** has been correctly installed and tested

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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

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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

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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

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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.	
Relevant personnel 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.

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RANGE STATEMENT	
Productions 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.
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.

Checking 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

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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	

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Co-requisite units		

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CUSSOU302A Record and mix a basic music demo

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake the technical side of making a basic music demo. There are two stages to the process - making a multi-track recording of the music performance and then mixing the recording down to a stereo format. An ability to work collaboratively with musicians is essential, together with an ability to troubleshoot equipment problems. 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 described in this unit would typically be applied in a home-based studio equipped with a digital audio workstation (DAW). The unit complements CUSMPF304A Make a music demo, which covers the process of making a demo from the perspective of performers. More complex skills associated with mixing music are covered in: • CUSSOU405A Mix recorded music.

Licensing/Regulatory Information

Not applicable.

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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 music demo requirements	1. In consultation with ***relevant personnel*** confirm the ***purpose*** of the demo 2. Contribute to the development of a recording plan that takes into account a range of ***factors*** as required 3. Agree on ***method*** and ***format*** for final recording
Record performers	4. Position performers, musical instruments and equipment for optimum sound quality 5. Check that ***equipment*** is installed and aligned correctly 6. Ensure that microphones are operational at all times 7. Route test signals to the correct signal path and check that level of test signal is correct 8. Create a headphone mix for musicians 9. Capture sound sources according to the agreed method
Mix sound sources	10. Use appropriate panel controls to mix and balance sound

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ELEMENT	PERFORMANCE CRITERIA
	sources to achieve required artistic effects 11. Produce transitions between sounds that are technically accurate and produce the required effect 12. Apply ***sonic effects*** and ***signal processing*** as required 13. Ensure that monitoring levels meet current safety standards 14. Ensure that the level of the composite signal is within technical limits and desired dynamic range
Finalise music demo	15. Assess the mix on speakers appropriate to the particular end use 16. Assess each track for correctness and quality and evaluate the mix in terms of meeting demo requirements 17. Listen to final mix with relevant personnel and agree on changes required to improve the quality of the mix 18. Incorporate final adjustments to the sound mix as required 19. Produce a master in the agreed format and make a backup 20. Keep ***documentation*** as required 21. Clean ***work environment*** after use and restore to pre-use condition

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- critical-listening and aural-discrimination skills
- literacy skills sufficient to:
  - log and label tracks
  - note and report faults and problems
  - read and understand mixing documentation
- numeracy skills sufficient to calculate duration of tracks
- communication and teamwork skills sufficient to:
  - liaise with sound-production personnel and performers
  - understand and follow instructions
- planning and organisational skills sufficient to:

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REQUIRED SKILLS AND KNOWLEDGE

- prioritise work tasks
- meet deadlines
- seek expert assistance when problems arise
- problem-solving skills sufficient to identify faults that may occur in audio-production environments and refer problems to relevant personnel
- learning skills in the context of acting on constructive feedback about own work performance
- technology skills sufficient to operate:
  - a variety of mixing consoles
  - signal-processing and effects devices

Required knowledge

- basicaudio 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
  - signal distortion
- 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
- characteristics of musical instruments in the context of recording and mixing

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REQUIRED SKILLS AND KNOWLEDGE

• techniques for manipulating input signals and gaining structure through use of:
  • equalisers
  • filters
  • compressors/expanders
  • faders and auxiliaries
  • effects devices
• issues and challenges that typically arise in the context of recording and mixing a basic music demo
• OHS requirements, including:
  • 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: • record and mix at least two basic music demos • work cooperatively with performers to achieve the required effect.
Context of and specific resources for assessment	Assessment must ensure: • access to performers requiring a basic music demo • access to industry-current sound mixing 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: • observation or video recording of the candidate during recording and mixing sessions • evaluation of authenticated audio recordings where the candidate was responsible for recording and

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EVIDENCE GUIDE	
	mixing music • written or oral questioning to test industry 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: • CUFSOU204A Perform basic sound editing • CUSSOU201A Assist with sound recordings • 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.	
Relevant personnel may include:	• artists, musicians and performers • audio and sound engineers • broadcasters • producers • post-production personnel • program managers • camera operators.
Purpose may include:	• pitching a product at record labels • pursuing work at live music venues • getting work via live music or advertising agencies • getting air play on media outlets • accompanying a funding application • uploading onto music and/or social networking websites • developing media for band or solo artist websites

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RANGE STATEMENT	
	• supporting applications for study and/or remote auditions • expanding a music portfolio • documenting a music project or other creative body of work.

Factors may include:	• musical style
	• contractual arrangements
	• copyright
	• budget
	• timelines
	• availability of personnel, including:
	  • musicians
	  • sound recordists
	  • sound mixers
	  • post-production personnel
	• promotional materials
	• distribution strategies
	• recording location, including:
	  • live music venue
	  • recording studio
	  • private residence
	• rehearsal requirements
	• number of recording sessions required
	• equipment requirements
	• hire of equipment or venue
	• instruments
	• props
	• costumes
	• make-up.

Method may include:	• live to two-track stereo • live multi-tracking • multi-tracking with click • combination live recording and prerecorded samples • recording to analogue tape • recording to hard disk or digital tape • remixing existing music • video • using music production software for mixing and mastering.

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RANGE STATEMENT	

Format may include:	• compact disc (CD)
	• audio file formats for upload and distribution within virtual environments and/or onto relevant media players, such as:
	  • MP3
	  • WAV
	  • AIFF
	• audiotape
	• video:
	  • digital (high resolution)
	  • digital (compressed for online environment)
	  • analogue.

Equipment may include:	• digital audio workstation (DAW) with software, such as:
	  • Pro Tools
	  • Logic
	  • Cubase
	  • Ableton Live
	  • Reason
	  • Nuendo
	  • Garage Band
	  • Digital Performer
	  • Soundscape
	  • Sonic Studio
	• hard disk recorders
	• multi-track recorder
	• stereo recorders
	• microphones, such as:
	  • dynamic
	  • condenser
	  • lavalier
	  • shotgun
	  • directional
	  • radio
	• microphone stands
	• microphone accessories
	• microphone windscreens
	• headphones

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RANGE STATEMENT	

	• amplifiers
	• speakers
	• mixing console/desk, including:
	  • analogue
	  • digital
	  • digitally controlled analogue (hybrid)
	• effects rack
	• sequence sampler
	• cables and connectors.

Sonic effects may include:	• change in pitch • change in speed • echo • pan • fade in and fade out • filter • invert • normalise • repeat • reverb • modulation • wahwah.
Signal processing may include:	• amplification • compression • noise processing • spectrum signal processing • equalisation • time signal processing.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • cue sheets • dubbing sheets • queries • notes • manuals.
Work environment may include:	• dubbing theatre • outside broadcast • post-production studio • recording studio

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RANGE STATEMENT	
	• sound stage • home studio.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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.

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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

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	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

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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

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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

- basicaudio 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)

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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

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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.	
Relevant personnel may include:	• artists, musicians and performers • audio and sound engineers • audio and sound technicians • broadcasters • clients • directors • producers • photographers • post-production personnel • program managers

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RANGE STATEMENT	
	• stage managers • sound designers and editors • sound effects personnel • video and sound recorders.

Sound equipment 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.

Productions may include:	• live music or theatre performance • commercial • print advertisement

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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

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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

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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.
Technical performance standards 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

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RANGE STATEMENT	
	• ensuring that items that may negatively affect transmission are not present on relevant personnel.
Mechanical safety considerations 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.
Electrical safety considerations 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.
Production requirements 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

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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	

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units	

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CUSSOU304A Restore audio tracks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform restoration work on recorded audio and soundtracks. 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 in the film, television, radio and audio post-production and archival industries apply the skills and knowledge described in this unit. They are responsible for restoring audio tracks to as close to the original recording as possible, taking into account the final application and client requirements. They are usually working with analogue recordings, but the restoration process can also be applied to early digital formats, such as digital audiotapes and compact discs. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

Not applicable.

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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 scope of restoration project	1. In consultation with ***relevant personnel*** confirm restoration ***requirements*** 2. Ensure that ***documentation*** relevant to the project is available 3. Where ***source materials*** are not supplied, liaise with relevant personnel to locate the most original, best quality recording to be restored 4. Evaluate all recordings to be restored for auditioning purposes and technical selection as required
Prepare source material for digital transfer	5. If required, physically ***repair and clean*** source material in preparation for playback, taking great care not to damage the source material 6. Select the most appropriate playback machine, taking into account the fragility of source material and the

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ELEMENT	PERFORMANCE CRITERIA
	ability of the playback machine to provide the most authentic playback 7. Set up playback paths and recording settings to ensure a flat, transparent, and where possible uncompressed file 8. Set audio levels in line with technical parameters
Make digital recording of source material	9. Record source material to defined quality standards 10. Monitor the recording, and document or mark sections that display recorded ***artefacts*** or damage 11. As required, ***record from more than one source***
Apply restoration techniques to audio tracks	12. Select the most appropriate restoration ***equipment and tools*** for the job 13. Commence restoration by applying ***manual restoration techniques*** to the most audible artefacts first, then moving onto less noticeable faults 14. Following manual restoration, apply ***automated restoration processes*** as required 15. Seek feedback on work in progress from relevant personnel and make adjustments
Make a copy of restored audio tracks	16. Apply ***appropriate processes*** to play-out and take into account the end use when creating required delivery ***format*** 17. Deliver master in the required format to relevant personnel in line with project requirements 18. Complete required documentation 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, teamwork and literacy skills sufficient to:
  • interpret and clarify written and verbal instructions
  • complete workplace documentation
  • read and interpret technical manuals
  • respond positively to constructive feedback on own performance
• critical-listening and aural-discrimination skills in the context of restoring audio

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REQUIRED SKILLS AND KNOWLEDGE

tracks
• technical skills sufficient to:
  • use specialised equipment to perform audio restoration work
  • operate other studio equipment for playback and recording
• 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

• acoustic principles related to noise and distortion on audio tracks
• aesthetics of sound production
• operation of current and obsolete audiovisual equipment
• appropriate handling and storage of fragile and archival material
• preservation methods for preparation of source materials
• restoration principles, tools and technique to apply to different artefacts
• techniques and principles for removing or masking audio artefacts, including:
  • features and operating characteristics of restoration tools
  • compatibility with mono, stereo or multi-channel systems
  • use of timecode equipment
  • format encoders and decoders
• principles of media archiving
• issues and challenges that arise in the context of working with soundtracks
• 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	Evidence of the ability to: • distinguish between the original sound and unwanted

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EVIDENCE GUIDE	
competency in this unit	artefacts • use appropriate equipment to restore soundtracks to as close to the original recording within guidelines and available resources • apply correct post-production processes prescribed for the designated outcome when making a copy of the restored soundtrack • meet production deadlines.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of current and obsolete industry 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 written or oral questioning to assess candidate's understanding of white noise and the process of de-noising soundtracks • recordings of original soundtracks and authenticated de-noised versions done 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: • CUFIND301A Work effectively in the screen and media industries • CUFSOU301A Prepare audio assets • CUSSOU305A Analyse soundtracks.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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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RANGE STATEMENT	
Relevant personnel may include:	• client • production designer • post-production manager • production manager • preservation supervisor • supervisor • head of department • director of photography • artist • director • producer • technical director • other technical staff • other specialist staff • designer • animation production personnel • sound recordist • sound editor • sound-editing personnel.
Requirements may include:	• artistic • technical, e.g. final format for master • budget • production schedules • organisational policies and procedures • resources • OHS requirements • audience • confidentiality • content • contractual arrangements • copyright • duration • intellectual property • purpose • style.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • de-noising documents • cue sheets

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RANGE STATEMENT	
	• edit decision lists (EDL) • dubbing sheets • queries • notes • manuals • databases • fault reports.

Source materials may include:	• film and television soundtracks, including:
	  • music
	  • dialogue
	  • sound effects
	• oral histories
	• location recordings
	• optical soundtracks
	• analogue audio recordings in different formats, such as:
	  • tape, e.g. open reel and cassette
	  • wire recording
	  • cylinder
	  • vinyl disc
	  • lacquer disc
	  • film mag
	• digital recordings in different formats, such as:
	  • digital audiotape
	  • CD.

Repairing and cleaning source material may involve:	• replacing dry or sticky film splices • attaching leader to film • removing adhesive left behind by sticky splices • repairing broken or damaged perforations on film • sonic cleaning film • manually cleaning film • baking magnetic oxide tape • using hot-pen on audiotape • scraping to remove oxide or other matter from oxide tape • manually cleaning oxide tape • removing mould by vacuum or alcohol swab

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RANGE STATEMENT	
	• re-housing tapes if cassette damaged • cleaning discs • cleaning vinyl discs • cleaning and repairing cylinders • affixing lacquer fragments that are loose or separated from backing disc to lacquer discs • correcting warp in vinyl discs • detangling wire recordings • joining broken wire recordings.
Artefacts may include:	• white noise • hiss • clicks • pops • crackle • sibilance • hum.
Recording from more than one source may be required if:	• sections are missing from the original version • sections are heavily damaged • corresponding sections are available from another source and can be edited during the restoration process.
Equipment and tools may include:	• noise reduction systems • mono, stereo or multi-channel systems • timecode equipment • format encoders and decoders • audio editing systems • sound mixing desks • multi-track equipment • software packages • hard drives • analogue and digital playback equipment • restoration tools.
Manual restoration techniques may include:	• editing out artefacts • editing in missing sections from another source • waveform restoration.
Automated restoration processes may include:	• high and low pass filters • de-noise • de-click • de-scratch

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RANGE STATEMENT	
	• de-crackle • de-hiss • repair filter • pitch correction • noise reduction.
Appropriate processes may include:	• expander • limiter • compressor • compander • playback curve.

Formats may include:	• digital file:
	  • AIF (AIFF)
	  • WAV
	  • broadcast WAV format (BWF)
	  • WMA
	  • OGG
	  • advanced audio coding (AAC)
	  • Real Audio
	  • QuickTime
	  • MP3
	• digital storage:
	  • CD
	  • DVD
	  • USB
	  • hard drive
	  • linear tape-open (LTO)
	• analogue:
	  • film.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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CUSSOU305A Analyse soundtracks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse music and voice soundtracks. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Film sound technicians apply the skills and knowledge described in this unit. They are responsible for synchronising soundtracks to pictures, auditioning material and selecting tracks that best meet technical and creative requirements. They work with sound recorded both digitally and in analogue formats. Their analysis of soundtracks is used by film editors as they edit or animate films. People responsible for dubbing films into different languages and those working in film and sound archives also apply these skills on a regular basis. This work is undertaken with some supervision and guidance.

Licensing/Regulatory Information

Not applicable.

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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**
Complete analysis of soundtrack elements	1. Select appropriate ***equipment*** to perform break-down of approved soundtracks 2. Break down soundtracks ensuring that ***analysis*** of required elements is accurate 3. ***Store*** break-down safely and securely and ensure that it can be accessed as required 4. Report problems with soundtracks to ***relevant personnel***
Document and complete soundtrack analysis	5. Document soundtrack break-down clearly and legibly in the required ***format*** 6. Ensure that all information from relevant ***sources*** is included in documentation 7. Supply break-down to relevant personnel in line with agreed deadlines and ***production*** requirements

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ELEMENT	PERFORMANCE CRITERIA
	8. Seek feedback on quality of own work 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 scripts, specifications and instructions
  • record and report issues with the quality of soundtracks
  • document soundtrack break-downs
  • work cooperatively in a team environment
  • respond positively to constructive feedback on quality of own work
• technical skills sufficient to:
  • listen to speech and break it down into phonetic sounds
  • listen to music and break it down into beats
  • use a synchroniser and/or digital equipment to breakdown soundtracks
• planning skills sufficient to:
  • prioritise work tasks
  • meet deadlines
  • seek expert assistance when problems arise

Required knowledge

• principles and techniques associated with breaking down soundtracks, including:
  • understanding how soundtracks fit intocreative concepts
  • basic understanding of film, television and animation production processes
• issues and challenges that arise in the context of working with soundtracks
• OHS procedures and practices in the context of working with audio equipment

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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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 ability to: • analyse music and voice soundtracks in line with production requirements on at least three occasions • document soundtrack break-downs in the required format • work cooperatively in a production 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 • 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 assess candidate's understanding of the process of analysing and documenting soundtracks for film and television productions • authenticated examples of soundtrack documentation prepared by the candidate • observation of the candidate breaking down and analysing soundtracks.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFIND301A Work effectively in the screen and media industries • CUFSOU204A Perform basic sound editing • CUFSOU301A Prepare audio assets • CUSSOU304A Restore audio tracks.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• synchroniser • analogue or digital playback equipment.
Analysis may be for:	• music tracks • phonetic analysis of voice or dialogue tracks.
Storing may involve:	• digital backups • ensuring that physical tape is kept clean and stored appropriately.
Relevant personnel may include:	• production designer • post-production manager • production manager • preservation supervisor • supervisor • head of department • director of photography • artist • director • producer • technical director • other technical staff • other specialist staff • designer • animation production personnel • sound recordist • sound editor • sound-editing personnel.

Formats may include:	• computer-generated or manual, such as:
	  • dope sheets
	  • bar sheets
	  • file notes
	• phonetic code.

Sources may include:	• storyboards • layout drawings • director's instructions

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RANGE STATEMENT	
	• camera sheets • scripts • scores • technical notes • clapper boards • tape identifications • database • metadata.
Productions may include:	• feature films • short films • animation • commercials • music videos • television productions • web-based content.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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CUSSOU401A Record sound

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record sound, including the supervision of sound-recording 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	Supervising sound technicians apply the skills and knowledge described in this unit. They could be working in a variety of creative arts industry sectors, including live performances, music recording studios, online environments, radio outside broadcasts, and film and sound archives. Typically they are responsible for ensuring that required equipment is available and in working order, troubleshooting recording problems, recording sound, and supervising assistants engaged for recording sessions. They are expected to work closely with other production team members, e.g. producers, directors, broadcast engineers and lighting crew. This work is undertaken with limited or no supervision or guidance. Skills associated with recording sound for screen productions are covered in: • CUSSOU406A Record sound on location.

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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 recording	1. Clarify recording requirements with reference to ***production documentation*** and in consultation with ***relevant personnel*** 2. Prepare a team work plan as required and brief personnel accordingly 3. Check that ***sound equipment and accessories*** are in working order for recording sessions 4. Ensure that sound equipment and accessories are set up, connected and aligned according to safety, technical and ***production requirements***

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ELEMENT	PERFORMANCE CRITERIA
	5. Ensure that the selection of sound equipment and accessories meets required standards 6. Ensure that recording devices have sufficient capacity for expected duration of recordings 7. Anticipate problems that may arise during the recording process and plan accordingly 8. Ensure adequate supply of ***consumables*** is available for duration of sound recordings
Place microphones and test record line-up	9. Select, power and position ***microphones*** and ***microphone accessories*** according to safety, technical and production requirements 10. Apply ***principles of microphone operation*** when placing and moving microphones 11. Ensure placement of microphones and microphone accessories is safe, unobtrusive and avoids extraneous and unwanted noise 12. Conduct a sound check to ensure quality of recording will meet required standards 13. Test signal flow of connected sound equipment and accessories
Make sound recordings	14. Ensure run-up time is sufficient to allow stable sound recording 15. Apply appropriate ***signal processing*** for optimal sound quality and make test recordings to ensure no audible defects are present 16. Continuously monitor sound recording for quality, audible defects and extraneous background sound 17. Critically listen to recording and provide feedback on ***appropriate recording techniques*** to record line-up 18. Ensure recorded sound supports and enhances production requirements 19. Complete recording sessions in line with production timelines
Finalise sound-recording operations	20. Ensure that recordings are saved in the appropriate format and logged/filed in line with organisational procedures 21. Make safety copies or backups as required 22. Prepare accurate ***production set-up reports*** 23. Ensure that sound equipment and accessories are de-rigged, checked and cleaned appropriately 24. Ensure that ***work environments*** are cleaned after use and

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ELEMENT	PERFORMANCE CRITERIA
	restored to their pre-recording condition 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

• research skills sufficient to locate and use relevant sources of information
• literacy skills sufficient to:
  • prepare production set-up reports
  • read and interpret recording documentation
• numeracy skills sufficient to calculate duration and capacity of recording media at various speed/sample rates
• communication skills sufficient to:
  • liaise with sound-production and recording personnel, including in a supervisory capacity
  • provide feedback to recording personnel on appropriate recording techniques
  • clearly explain and offer suitable alternatives to record line-up when recording difficulties cannot be resolved within operational constraints
• initiative and enterprise skills in the context of critically analysing sound recordings
• learning skills sufficient to maintain currency of knowledgeof recording equipment upgrades
• planning and organisational skills sufficient to prioritise work tasks and meet deadlines
• problem-solving skills sufficient to promptly and effectively rectify sound defects, system failures and mechanical breakdowns
• technology skills sufficient to work with a variety of sound-recording equipment

Required knowledge

• principles of psychophysics, such as:
  • frequency
  • pitch
  • amplitude

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REQUIRED SKILLS AND KNOWLEDGE
• loudness • velocity • wavelength • acoustical phase • timbre • sound envelope • principles of psychoacoustics, such as: • spatial hearing • direct sound • early sound • reverberant sound • studio and control room design • ergonomics • operational knowledge of sound-recording equipment • principles and techniques of sound recording, including: • audible defects in analogue and digital technologies • compatibility of different digital standards • identification/logging requirements • operational principles of microphones, including microphone placement • operational/technical limitations of recording media • recording formats and technical standards • signal-to-noise ratio, signal phase and audio level/headroom control • logarithmic units and the use of different metering systems • timecode levels and standards in analogue and digital applications • principles of synchronisation and referencesystems • issues and challenges that typically arise in the context of recording sound • 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	

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EVIDENCE GUIDE	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• make sound recordings that meet production requirements and demonstrate a thorough understanding of:
	  • prerecording checks
	  • microphone positioning
	  • testing record line-ups
	  • OHS principles in relation to safe sound levels
	• use a range of industry-current sound equipment and accessories
	• work collaboratively with team members.

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, including recording devices, microphones, signal processors and consumables • 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 apply OHS principles of safe listening to day-to-day work activities • evaluation of a range of live, acoustic and/or sequenced recordingsmade by candidate • observation of candidate making sound recordings • written or oral questioning to test knowledge of principles of psychophysics and psychoacoustics.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSSOU405A Mix recorded music • CUSSOU406A Record sound on location • CUSSOU407A Coordinate location sound recording.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• music recording
	• interactive media product, such as:
	  • CD
	  • DVD
	  • podcast
	• internet production, e.g. website audio
	• radio broadcast
	• voice-over.

Documentation may include:	• production schedules • set-up reports • cue sheets • track sheets • dubbing charts • equipment instructions • OHS requirements • organisational standards • performers' requirements • sound and audio reports • technical manuals.
Relevant personnel may include:	• artists, musicians and performers • audio and sound engineers • audio and sound technicians/mixers • broadcasters • technical producers • broadcast technicians and engineers • directors • producers • conductors • program managers • curators • post-production managers • supervisors

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RANGE STATEMENT	
	• sound designers.

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
	• 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.

Production requirements may include:	• attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule

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RANGE STATEMENT	
	• style.
Consumables may include:	• audiotape, e.g. digital and open-reel analogue • compact discs, e.g. CD-R and CD-RW • cue sheets and track sheets • digital versatile discs, e.g. DVD-/+R and DVD-/+RW • masking tape, marker pens and labels • mini discs (MDs) • memory cards, e.g. flash memory cards.

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
	• low and/or high impedance
	• microphone systems, such as:
	  • adaptive array
	  • binaural
	  • high definition
	  • parabolic
	  • surround sound
	  • wireless
	  • cordless
	  • FM
	  • radio transmitter
	• noise cancelling

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RANGE STATEMENT	
	• shotgun.

Microphone accessories may include:	• boom poles, including:
	  • aluminium
	  • carbon fibre
	  • 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.

Principles of microphone operation may include:	• balanced and unbalanced audio transmission
	• diaphragm diameter and frequency response
	• diaphragm mass and transient response
	• differential input and single-ended input
	• directional characteristics, including:
	  • omnidirectional (non-directional)
	  • unidirectional, e.g. sub-cardioid, wide angle cardioid, cardioid, super-cardioid, hyper-cardioid and ultra-cardioid
	  • bi-directional
	• ground loops and ground lift
	• magnetic induction
	• matching high/low impedance (passive/active DI interface)

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RANGE STATEMENT	

	• phase cancellation and acoustic comb filtering
	• pickup pattern (polar response pattern)
	• polarity
	• sound response, such as:
	  • frequency response
	  • hum
	  • maximum sound pressure level
	  • overload limit
	  • proximity effect
	  • self-noise
	  • sensitivity
	  • signal-to-noise ratio
	• transduction
	• variable capacitance.

Signal processing may include:	• amplitude (dynamic) signal processing:
	  • compressors, e.g. broadband, split-band, de-esser
	  • limiters
	  • expanders
	  • noise gates
	  • pitch shifters
	• noise processing, such as:
	  • Dolby
	  • dbx
	  • DSP
	• spectrum signal processing:
	  • equalisers, e.g. fixed frequency, graphic, parametric and paragraphic
	  • filters, e.g. high/low pass, band pass and notch
	  • psychoacoustic processors
	• time signal processing:
	  • reverberation, e.g. digital, plate and acoustic chamber
	  • delay, e.g. doubling, chorus, slap back and prereverb
	  • flanging, e.g. positive and negative
	  • phasing
	• morphing.

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RANGE STATEMENT	
Appropriate recording techniques may include:	• articulation and voicing • breathing • microphone use • pitch • playing, singing and performing style • timing • tone • tuning • volume.
Production set-up report may include:	• console settings • effects settings • microphone choices • patch bay wiring • processor settings • track sheets.
Work environment may include:	• dubbing theatre • outside broadcast • 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		

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Co-requisite units		

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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.

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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 ***relevant personnel*** to determine the project requirements 2. Undertake research to determine the best options for meeting ***production requirements*** 3. Consider available budget and other resources when determining the scope of the ***production*** 4. Source additional expertise as required
Produce sound plan	5. Develop a draft ***sound plan*** to meet production requirements 6. Ensure that microphone plots, ***sound sources***, block diagrams and layout are drawn and notated as required 7. Anticipate problems that might arise and plan accordingly

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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

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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	

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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.

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RANGE STATEMENT	

Relevant personnel 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.

Production requirements may include:	• attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.

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RANGE STATEMENT	
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 • 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 ***sound plan*** 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.
Sound sources may include:	• dialogues and voice-overs • additional dialogue recording (ADR) • effects (FX) • music produced acoustically or electronically • foley • atmosphere • sounds from the natural environment.
Equipment may include:	• amplifiers • limiters • compressors • effects rack • turntables

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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.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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 units builds on the skills covered in the imported unit: • CUFSOU204A Perform basic sound editing.

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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 ***relevant personnel*** to discuss ***production requirements and procedures*** 2. Check that necessary copyright releases have been organised 3. Consider the impact of different ***release sound formats*** when planning editing work 4. Check sound ***equipment*** to ensure it is operational and appropriate for the task 5. Prepare a team work plan as required and brief relevant personnel accordingly

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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

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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 knowledgeof 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

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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

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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

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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

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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.

Release sound formats may include:	• IMAX multichannel system
	• 5.1 surround sound:
	  • cinema
	  • television
	• 4-track Dolby stereo
	• 2-track stereo
	• internet
	• games
	• radio.

Equipment 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

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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:

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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:	• breakingÂ theÂ screenÂ plane • definingÂ space

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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	

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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		

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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 ***dialogue and sound*** against creative and technical ***production requirements*** 2. Identify which sound and dialogue are acceptable, borderline and/or not acceptable through discussion with ***relevant personnel*** 3. Determine creative and ***technical adjustments*** 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 ***production*** 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 ***equipment*** to ensure it is operational and appropriate for the task 7. Resolve technical faults and problems in line with

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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

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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 knowledgeof 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

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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

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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

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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.	

Dialogue and sound 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.

Production requirements may include:	• creative • technical • artistic • attributions • audience • budget

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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

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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

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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.
Sync FX may include:	• doors opening and closing • footsteps • clothing rustling • cars • baby cries • domestic sounds • other natural sounds • walla.
Format may include:	• AIF (AIFF) • WAV • broadcast WAV format (BWF) • WMA • MIDI • OGG • advanced audio coding (AAC) • Apple Lossless • Real Audio • QuickTime • MP3.
Work environment may include:	• mixing theatre • dubbing theatre • on location, including interior and exterior • ADR recording studio • edit room • production office.

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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		

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CUSSOU405A Mix recorded music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to mix music that has been recorded live or in a studio. This involves balancing all instrumentals, vocals and recorded/imported sounds, and adding effects. Knowledge of musical styles and mixing conventions is essential, along with highly developed aural-perception skills and the ability to communicate effectively with clients, performers and 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	Sound mixers and recording engineers apply the skills and knowledge outlined in this unit. They take the multi-track recording of a performance and mix it down to a format ready for mastering.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 music mix	1. In consultation with ***relevant personnel***, clarify ***mixing requirements*** with reference to documentation from recording sessions 2. Allocate sufficient time to complete the mix and line up ***facilities and equipment*** accordingly 3. Anticipate problems that may arise during the mixing process and plan accordingly
Mix music elements	4. Ensure that headphones and studio monitors are set at appropriate levels 5. Use a variety of ***techniques*** to balance instruments and vocals 6. Use ***effects*** to enhance and give depth to the music mix 7. Apply knowledge of music genre ***mix styles*** to enhance the sound of the mix 8. Take account of client's tastes and preferences with regard to how the mix should sound 9. ***Clean up*** each track in the mix to remove unwanted

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ELEMENT	PERFORMANCE CRITERIA
	sound 10. Seek feedback on work in progress from relevant personnel and incorporate modifications
Finalise mixing operations	11. Deliver final mix in the required ***format*** for mastering 12. Complete ***documentation*** relating to final mix ensuring adequate information is provided for mastering and other relevant personnel 13. Ensure that facilities and equipment are left clean and tidy 14. 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:
  - discuss and explain aspects of the mixing process to clients
  - respond appropriately to feedback from clients and colleagues
- highly-developed musical aural skills
- initiative and enterprise skills in the context of:
  - finding creative solutions to music mixing challenges
  - applying critical-listening skills to analyse music recordings and finding solutions to creative and/or technical problems
- literacy skills sufficient to interpret documentation from recording sessions
- planning and organisational skills sufficient to:
  - prioritise work tasks
  - meet deadlines
- problem-solving skills sufficient to:
  - promptly and effectively rectify problems with sound mixing equipment
  - find ways of compensating for any deficiency in one's own hearing
- technology skills sufficient to work with a variety of sound mixing equipment

Required knowledge

- principles and techniques of mixing music

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REQUIRED SKILLS AND KNOWLEDGE

• understanding of mixing conventions for different music genres
• understanding of sound signal paths
• 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 characteristics, including:
  • frequency
  • pitch
  • amplitude
  • loudness
  • velocity
  • wavelength
  • acoustical phase
  • timbre
  • sound envelope
• issues and challenges that typically arise in the context of mixing music
• 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: • use all features of current music industry mixing equipment • balance instruments and vocals • incorporate a range of effects into the final mix • work cooperatively with clients and colleagues • meet deadlines.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to a range of work environments and productions where music is mixed • access to current industry-standard 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: • observation of candidate mixing music • direct questioning combined with review of portfolios of evidence and third-party workplace reports of on-the-job performance by candidate • authenticated recordings of music mixed by the candidate • case studies and scenarios as a basis for discussing issues and challenges that arise in the context of mixing music.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUSIND501A Apply music knowledge and artistic judgement • CUSMLT501A Refine aural-perception skills • CUSSOU401A Record sound.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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, musicians and performers • clients • audio and sound engineers

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RANGE STATEMENT	
	• directors • producers • conductors.

Mixing requirements may relate to:	• format for mastering:
	  • audio file
	  • digital audiotape (DAT)
	  • 2-track analogue tape
	• versions:
	  • vocal up
	  • vocal only
	  • instrument only
	  • stems
	• deadlines
	• production schedule
	• music style
	• target audience.

Facilities and equipment may include:	• digital audio workstation (DAW) with software, such as:
	  • Pro Tools
	  • Logic
	  • Cubase
	  • Ableton Live
	  • Reason
	  • Nuendo
	  • Garage Band
	  • Digital Performer
	  • Soundscape
	  • Sonic Studio
	• commercial recording studio
	• home studio
	• analogue studio equipment:
	  • mixing console
	  • signal processors, including equalisers and compressors
	• digital studio equipment:
	  • mixing console
	  • multi-track recorder.

Techniques may include:	• starting the mix by manipulating only fader

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RANGE STATEMENT	

	levels and pan positions
	• soloing individual instruments
	• starting with a basic setup of all instruments and vocals and refining them in relation to each other
	• determining the element or elements that work best and building the mix around them
	• reducing frequencies on some instruments to give the sound of others more prominence
	• using automation to control various parameters of equipment in real time within the mix
	• modifying recorded input signal through the use of:
	  • faders
	  • pan pots
	  • equalisers
	  • compressors
	  • gates
	  • various plug-ins or signal processors.

Effects may include:	• reverb • delay • echo • reverse echo • pitch shift • pitch correction • time stretching • robotic voice effects • flanger • phaser.
Elements of ***mix styles*** may include:	• drum and bass levels • level of lead vocals • level of vocals in relation to instruments • relative volumes of instruments for foregrounding and backgrounding • relative levels of added effects.
Cleaning up tracks may include:	• eliminating amp hiss • eliminating crosstalk/spill • using mutes and gates • deleting/erasing sections for arrangement purposes

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RANGE STATEMENT	
	• eliminating circuit noise.
Format may be:	• mono • stereo • surround sound.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • 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		

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CUSSOU406A Record sound on location

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record sound on location 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	Sound recordists and boom operators apply the skills and knowledge described in this unit. They are responsible for recording sound effects and location atmosphere. They are also responsible for using boom mounted microphones and radio microphones to record dialogue in both outdoor and indoor locations. The operation of the boom requires precision and physical stamina to ensure that the optimum quality sound is captured without interfering with camera operation or the movement of actors.

Licensing/Regulatory Information

Not applicable.

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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 location recording	1. Confirm recording requirements in consultation with ***relevant personnel*** and with reference to scripts and other production ***documentation*** 2. Check that sound ***equipment and accessories*** are in working order prior to shoots 3. Ensure adequate supply of ***consumables*** is available for duration of sound recordings
Capture dialogue	4. Participate in technical run-throughs or rehearsals to determine optimum ***positioning*** of boom and microphone for recording shots 5. Rig sound equipment and accessories in line with safety, technical and ***production*** requirements 6. Attach radio or clip microphones to actors' clothing as required 7. Ensure run-up time is sufficient and ***synchronisation***

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ELEMENT	PERFORMANCE CRITERIA
	codes are referenced to allow stable sound recording 8. Move boom according to scripted shots and respond to direction 9. Follow the actions and anticipate movements of relevant personnel 10. Ensure movement of boom is unobtrusive and sympathetic to actions of relevant personnel and does not generate unwanted noise 11. Monitor sound through headphones to ensure ***unwanted sounds*** are not being captured 12. Communicate with relevant personnel with minimal disruption to operations 13. Correct equipment failures with minimal disruption to operations
Capture sound effects	14. Record background location sound for use in post-production 15. Place multiple microphones in different positions to capture sound perspective of effects being recorded 16. Listen critically to recorded sound and re-record as required to achieve desired effect
Finalise sound-recording operations	17. Save recordings in the appropriate format and log/file in line with organisational procedures 18. Make safety copies or backups in line with organisational procedures 19. De-rig, check and clean sound equipment and accessories 20. Leave locations clean and restored to their pre-recording condition 21. 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:

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REQUIRED SKILLS AND KNOWLEDGE

- work cooperatively with camera and lighting operators and others involved in film shoots
  - respond appropriately to requests from performers
  - treat performers sensitively and with respect when positioning microphones
- numeracy skills sufficient to calculateduration and capacity of recording media at various speed/sample rates
- learning skills sufficient to maintain currency of knowledgeof 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
  - promptly and effectively rectify equipment problems
  - 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
- principles and techniques of recordingsound 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, and sound perspective
  - operational principles of microphones, including microphone placement
  - operational/technical limitations of recording media
  - acceptable compromises when it comes to the quality of captured sound

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REQUIRED SKILLS AND KNOWLEDGE
• 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 recording sound on location • 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: • record dialogue using a boom pole for at least two screen productions • record live sound effects on location • 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 challenges that typically arise in the context of recording sound on location

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EVIDENCE GUIDE	
	• evaluation of dialogue and sound recorded by the candidate • observation of candidate recording sound 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 • 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.	
Relevant personnel 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.
Documentation may include:	• production schedules • scripts • storyboards • shot lists.

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RANGE STATEMENT	

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
	  • XLR
	• housing
	• pop filters
	• shock mounts
	• stands, including:
	  • desk
	  • floor
	  • gooseneck

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RANGE STATEMENT	
	• amplifiers • mixers • speakers.
Consumables may include:	• CDs • DVDs • memory cards • batteries • masking tape, marker pens and labels • cue sheets.
Positioning 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 • 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.
Productions 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.
Synchronisation may include:	• frame rates • synchronising sound and picture on film, such as: • crystal

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RANGE STATEMENT	

	• sync tones
	• slating
	• time codes, such as:
	  • longitudinal
	  • SMPTE
	  • vertical interval
	  • MIDI
	  • IEC standard
	• time formats, such as:
	  • real time
	  • music time
	  • film time
	• transfers and dubs, such as:
	  • analogue to digital audio
	  • digital to digital audio
	  • film transferring.

Unwanted sounds may include:	• rustling from radio microphones
	• wind noise
	• hum or buzz
	• distortion
	• cable noise
	• extraneous location noises, such as:
	  • traffic
	  • doors closing
	  • electrical appliances.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

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Co-requisite units

Co-requisite units		

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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.

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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 ***relevant personnel*** to determine scope of recording required 2. Plan recording with reference to scripts and other production ***documentation*** 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 ***equipment and accessories*** meets ***production*** requirements
Prepare for location	7. Ensure recording devices have sufficient capacity for

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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

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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 calculateduration and capacity of recording media at various speed/sample rates • learning skills sufficient to maintain currency of knowledgeof 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 recordingsound 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

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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

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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.	
Relevant personnel 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

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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

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RANGE STATEMENT	

	• XLR
	• housing
	• pop filters
	• shock mounts
	• stands, including:
	  • desk
	  • floor
	  • gooseneck
	• amplifiers
	• mixers
	• speakers.

Productions 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.
Consumables may include:	• CDs • DVDs • memory cards • batteries • masking tape, marker pens and labels • cue sheets.
Post-production requirements may include:	• sync FX • location sound (atmos) • additional dialogue • file management systems.
Positioning 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

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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		

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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.

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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 ***relevant personnel*** to discuss creative and technical sound requirements of ***productions*** 2. Continue liaison with relevant personnel until all sound requirements have been confirmed in the context of overall ***production requirements*** 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 ***sound sources*** specified in the design brief to determine the content, quality and duration of the required sound components 5. Determine and where necessary ***document*** the creative and resource requirements for each sound component 6. Confirm and document the role of personnel required for

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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

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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 toand 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

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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 andmind 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 threesound designs that:
	  • fulfil the requirements of design briefs
	  • combine a mix of sound sources
	• developspecifications that clearly communicate

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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 • CUSSOU504ACreate 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.

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RANGE STATEMENT	

Relevant personnel 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.

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 • music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.

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RANGE STATEMENT	
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.
Sound sources may include:	• dialogue 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.
Specifications may include:	• dubbing charts • cue sheets • scripts • storyboards • scores

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RANGE STATEMENT	
	• oral descriptions • recording formats.

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		

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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.

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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 ***recording project***
	2. Establish and discuss ***production requirements*** with ***relevant personnel***
	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

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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

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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

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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

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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,

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EVIDENCE GUIDE	
assessment	for example: • BSBPMG510A Manage projects • CUFCMP501A Manage and exploit copyright arrangements • CUSSOU504A Create a final sound balance • CUSSOU603AManage 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

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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

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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

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RANGE STATEMENT	
	• 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
	  • 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		

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Co-requisite units		

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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.

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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 ***relevant personnel*** confirm sound-design specifications, ensuring that they meet ***production requirements*** 2. Identify and confirm personnel needed to meet ***production*** briefs 3. Confirm requirements with regard to content, quality and duration of ***sound components*** 4. Identify and meet ***copyright requirements*** 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 ***specifications***

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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:

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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 tasksand 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 toprovide 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

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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 soundaspects of productions implemented by candidate and of their quality in terms of meeting specifications • written or oral questioning to test knowledge as listed

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EVIDENCE GUIDE	
	in the required knowledge section of this unit • case studies to assess ability to implementsound 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.	

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

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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

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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

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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

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Co-requisite units

Co-requisite units		

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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	

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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 ***sound sources*** for ***productions*** 2. Discuss creative possibilities for achieving the simultaneous balance with ***relevant personnel*** 3. Propose options for meeting ***production requirements*** 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 ***documentation*** when developing options 7. In consultation with relevant personnel ensure that the position and blend of sound sources meet artistic/creative requirements

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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

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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 tasksand 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 toprovide 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

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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 constructivelyin 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

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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 • CUSSOU501ADevelop sound designs • CUSSOU503AImplement 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.	
Sound sources may include:	• dialogues and voice-overs • additional dialogue recording (ADR) • special effects • music • walla • ambient sound • atmospheric sound • foley.
Productions may include:	• live performance or event • commercial • print advertisement • corporate video

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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.

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
	  • 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.

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RANGE STATEMENT	
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.
Documentation may include:	• pre-mix scripts • mixing sheets • track sheets • cue sheets • dubbing sheets • queries • notes • manuals.
Characteristics of sound may include:	• level • frequency • mono/stereo/5.1 surround sound • spatial position/image • balance • tonal quality • perspective • acoustic • dynamic range.
Work environment may include:	• dubbing theatre • on location, including interior and exterior • outside broadcast • post-production studio

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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		

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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	

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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 ***relevant personnel*** to confirm ***production values*** and expectations in relation to the soundtrack 2. Confirm role of all personnel involved in compiling the soundtrack for a ***production***, including own role 3. Identify ***factors*** 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 ***technical requirements*** 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 ***equipment*** is needed to produce required music score in line with the shot list 7. Ensure that required equipment is available on time to meet ***production requirements***

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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

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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 musicto screen images in line with overall artistic vision of productions
  - using innovative approaches to meet soundtrackrequirements
  - 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

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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

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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.	
Relevant personnel may include:	• client • musician • performer • composer

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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.
Production values 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.
Productions may include:	• feature films • documentaries • animated productions • short films • commercials • filmed events or performances • music videos

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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

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RANGE STATEMENT	
	• attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property • interviews • location • purpose • schedule • style.
Music components may include:	• original music scored for screen productions • music tracks • music sequences • samples • themes • temp tracks • incidental music.

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.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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.

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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 ***relevant personnel*** to discuss ***sound-design specifications*** for ***productions*** 2. Read and interpret sound-design specifications to determine and confirm ***production requirements*** 3. Identify and confirm personnel required for the production 4. Take account of financial and time constraints when planning production of sound designs 5. ***Document*** all ***operational requirements*** needed for the production of sound designs
Plan the production of sound designs	6. Secure the personnel, ***facilities*** and ***equipment*** needed in a timely fashion

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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

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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 conflictin a timely and collaborative mannerto 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

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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 sounddesigns, where the production was managed by candidate, and of their quality in terms of meeting specifications

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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 ofsound 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 • CUSSOU602A 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.	

Relevant personnel 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

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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.
Sound-design specifications may include:	• dubbing charts • cue sheets • scripts • storyboards • scores • oral descriptions • recording formats.
Productions 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.
Production requirements may include:	• technical • creative • artistic • attributions • audience • budget

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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:

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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.

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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	

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Co-requisite units		

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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.

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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 ***relevant personnel*** to confirm the vision, sound concepts, ***production values*** and expected outcomes for ***recording projects*** 2. Confirm ***production requirements*** 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 ***venues*** and resources for rehearsal and recording sessions

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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

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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

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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

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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 soundrecordings, 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 ofsound 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

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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

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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

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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

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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		

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CUSWRT501A Write about music

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write about a range of music-related topics. 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 applying the skills and knowledge outlined in this unit would be expected to write both original and non-narrative music content for a range of purposes. Often they would be working as freelance writers or journalists. Typical writing briefs could include creating program notes for recitals or other performances, reviews and/or critiques of live and recorded music performances, as well as music editorials and music commentary pieces for a range of media.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 to write material	1. In consultation with ***relevant personnel***, confirm the ***type*** of written material required 2. Identify ***factors*** that may impact on the writing assignment and plan accordingly 3. Determine style or ***tone*** appropriate to the ***publication*** for which written material is being produced 4. Discuss plans or preliminary ideas with relevant personnel as required
Research topic	5. Use appropriate ***information sources*** to gather background material 6. Conduct interviews with people to gather information as required 7. Review information gathered to determine the best approach to writing assignments 8. Discuss results of research, ideas and proposed approach with relevant personnel as required

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ELEMENT	PERFORMANCE CRITERIA
Write material	9. Ensure that language and writing style are suited to the target audience and publication 10. Ensure that specialised ***vocabulary*** is appropriate to the context of the brief and subject matter 11. Ensure that work is proofed and edited to the standard required 12. Present a draft for review by relevant personnel 13. Adjust work as required and present final draft in the agreed manner and timeframe 14. Evaluate writing process, assessing own performance and noting 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 and clarify written and verbal instructions
  - write content in a style appropriate to target users and audience
  - communicate information to specific audiences
  - structure text-based content effectively for target audiences and delivery format
  - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- initiative and enterprise skills in the context of empathising with the creative work of composers and performers
- technical skills sufficient to:
  - proficiently use word-processing tools
  - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - source information and reference material in a timely fashion
  - meet deadlines
  - seek expert assistance when problems arise

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• industry knowledge, including:
  • roles and responsibilities of project team members
  • issues and challenges that arise when writing about music
• the way readers scan and read written material
• writing and communication principles for the relevant medium
• writing and presentation techniques for the relevant medium
• sound knowledge of grammar and punctuation
• media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
• copyright clearance procedures
• OHS as it relates to working for periods of time on computers
• well-developed understanding of music-related issues, including:
  • musical styles and genres
  • musical form and performance conventions
  • repertoire as it relates to relevant musical styles and genres
  • music notation
  • aural discrimination
  • cultural circumstances of music performance and consumption
  • elements of musical organisation in relation to content of written work
  • technical processes and demands of composition and/or music performances

Evidence 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 the principles of writing and communication to meet the requirements of music-writing briefs • write a range of content for specific target audiences and within timeframes typical in an industry context • demonstrate a sound knowledge of grammar, punctuation and writing styles • work collaboratively with others

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EVIDENCE GUIDE	
	• work under pressure and meet deadlines.

Context of and specific resources for assessment	Assessment must ensure:
	• access to:
	  • word-processing software
	  • variety of music-related information sources
	  • appropriate learning and assessment support when required
	• 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: • evaluation of content written by the candidate in response to a range of briefs • written or oral questioning to test knowledge as listed in the required knowledge section of this unit • case studies and scenarios as a basis for discussion of issues and challenges that arise in the context of writing about music.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT501A Write persuasive copy • CUFIND401A Provide services on a freelance basis • CUSIND501A Apply music knowledge and artistic judgement • CUSMLT502A Apply concepts about the impact of music to professional practice • CUSMLT601A Analyse music.

Range Statement

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Relevant personnel may include:	• authors • composers • artists and performers • broadcasters • directors • editors or other writers • graphic designers • program or event managers • sound-production or recording personnel • record companies • producers • programmers • academic supervisors • production managers • music promoters, agents and marketers • advertising agencies.
Types of written material may include:	• music reviews and critiques • programs notes for recitals or other performances • music copy for interactive media products • music copy for newsletters or other print media • items for wikis • items for the marketing and/or promotion of music products • educational pieces • information pieces • social and/or corporate networking • band or artist bios.
Factors *may include*:	• expectations of target audience/readers • photos or other visual material to accompany written work • research requirements • complexity of topic • structure • budget • confidentiality • contractual arrangements • copyright clearances

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RANGE STATEMENT	
	• deadlines • length • editing process • intellectual property • location of writing assignment • number of content items • production schedule.
Tone may include:	• dramatic • entertaining • formal • humorous • informal or casual • informational.

Publications may include:	• books
	• program notes
	• corporate documents:
	  • reports
	  • newsletters
	  • marketing and promotional materials
	• print and online publications:
	  • literary
	  • magazines
	  • journals
	  • newspapers.

Information sources may include:	• music industry events, such as:
	  • performances
	  • community activities
	  • conferences
	  • conventions
	  • festivals
	  • functions
	  • trade fairs
	  • competitions and awards
	• electronic and print media, such as:
	  • articles
	  • journals
	  • magazines
	  • news

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RANGE STATEMENT	
	• reviews • industrial relations publications • industry publications • lifestyle and contemporary issues magazines • government publications, such as: • legislation • policy and procedures manuals • internet • libraries and archives, including text, film, video, sound and graphic • peak copyright organisations • personal observations and experience.
Vocabulary may relate to elements, such as:	• specialised knowledge of repertoire • specialised knowledge of artists • critical-listening skills • artistic judgement • music history • performance practice in a range of styles and customs • music technology • music texts • aural recognition and comprehension of musical devices and systems, including: • melody • harmony • timbre • attack • pitch • tempi • dynamics • expression • physics of music and sound production • technical requirements for a range of instruments in a range of musical styles and performance contexts • aural imagination and innovation • musical styles and genres, such as: • traditional, including European classical or traditional music of any other culture

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RANGE STATEMENT	
	• jazz • world • popular • independent music • country • folk.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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BSBADM307B Organise schedules

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage appointments and diaries for personnel within an organisation, using manual and electronic diaries, schedules and other appointment 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 provide administrative support to teams and individuals in the management of diaries, schedules and other appointment mechanisms.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 schedule requirements	1.1. Identify ***organisational requirements*** and protocols for diaries and staff ***planning tools*** 1.2. Identify organisational procedures for different types of appointments 1.3. Determine personal requirements for ***diary and schedule items*** for individual personnel 1.4. Establish appointment priorities and clarify in discussion with individual personnel
2. Manage schedules	2.1. Identify ***recurring appointments*** and deadlines, and schedule these in accordance with individual and organisational requirements 2.2. Establish availability of attendees, and schedule new appointments in accordance with required time lines and diary commitments 2.3. Negotiate ***alternative arrangements*** and confirm when established appointments are changed 2.4. ***Record appointments*** and manage schedules in accordance with ***organisational policy and procedures***

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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 and confirm requirements and priorities of others and to question others to clarify information • literacy skills to read a range of procedural texts and to write simple instructions • negotiation skills to schedule appointments where there are competing demands • numeracy skills to estimate time, plan accurately and keep records • problem-solving skills to negotiate task distribution and timing for appointments with other members of the group • time management skills to allow realistic time lines to schedule appointments.
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 (OHS) • relationship between satisfactorily organising another person's schedule and achieving team goals • responsibility that is involved in making arrangements for others.

Evidence 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 schedules which meet individual and organisational needs • prioritising and negotiating competing demands.

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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 a range of diaries, planners and calendars to record and schedule appointments.
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 in a workplace or simulated 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 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.	
Organisational requirements may include:	• availability of information • electronic linked diaries and schedules • linking personal and executive diaries • priority clients and personnel • protocols in contacting other personnel within

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RANGE STATEMENT	
	and outside organisation • recording systems
Planning tools may include:	• appointment book • appointment view and planner view in electronic scheduling systems • calendar • desk diary • electronic calendar or diary • in/out boards and whiteboards • manual planners • planning wall chart
Diary and schedule items may include:	• conferences • deadlines • leave (for both immediate person and others whose absence affects the person) • meetings • recurring appointments • teleconferences • travel
Recurring appointments may include:	• board meetings • committee meetings • staff meetings
Alternative arrangements may include:	• cancelling pre-arranged appointments • inserting additional appointments after a schedule has been prepared • re-scheduling existing appointments
Appointments may be recorded in:	• calendar • diary • electronic system • filing system • paper system
Organisational policy and procedures may include:	• adequate time between appointments • leave • limit on total appointments in any one day • lunch breaks • OHS issues • stress minimisation • sufficient time to complete projects and to meet deadlines • time off in lieu

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM311A Maintain business resources

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine, administer and maintain resources and equipment to complete a variety of tasks. 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 business resources and their maintenance to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Advise on resource requirements	1.1. Calculate estimates of future and present ***business resource needs*** in accordance with ***organisational requirements*** 1.2. Ensure advice is clear, concise and relevant to achievement of organisational requirements 1.3. Provide information on the most economical and effective choice of equipment, materials and suppliers 1.4. Identify resource shortages and possible impact on operations
2. Monitor resource usage and maintenance	2.1. Ensure resource handling is in accordance with established organisational requirements including ***occupational health and safety requirements*** 2.2. Use ***business technology*** to monitor and identify the effective use of resources 2.3. Use consultation with individuals and teams to facilitate effective decision making on the appropriate allocation of resources 2.4. Identify and adhere to relevant ***policies regarding resource use*** in the performance of operational tasks 2.5. Routinely monitor and compare resource usage with estimated requirements in budget plans
3. Acquire resources	3.1. Ensure acquisition and storage of resources is in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements, is cost effective and consistent with organisational timelines 3.2. Acquire resources within available time lines to meet identified requirements 3.3. Review ***resource acquisition processes*** to identify improvements in future resource acquisitions

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 organisation's policies and procedures; to write simple instructions for a particular routine task • evaluation skills to diagnose faults and to monitor resource usage • problem-solving skills to determine appropriate fault repair actions • numeracy skills to calculate resource expenditure • technology skills to select and use technology appropriate to a task.
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 resource acquisition policies, plans and procedures
• functions of a range of business equipment
• organisational procedures for record keeping/filing systems, security and safe recording practices.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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: • collecting and recording data on resource use • observing resource use over defined and operational timeframes • carrying out routine maintenance • knowledge of organisational resource acquisition policies, plans and procedures.
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 documentation estimating future and present business resource needs • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of equipment maintenance procedures • review of information provided on the most economical and effective choice of equipment, materials and suppliers • evaluation of documentation reviewing resource acquisition processes.
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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 resources may include:	• equipment • facilities • human resources • raw materials • software • stock and supplies
Organisational requirements 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 • management and accountability channels • manufacturer's and operational specifications • OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals • security and confidentiality requirements
Occupational heath and safety requirements may include:	• decision making delegations • equipment use • first aid kit • medical attention • reporting requirements • site access
Business technology may include:	• computer applications • computers • modems • personal schedules • photocopiers
Policies regarding resource use	• budgeting limits

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RANGE STATEMENT	
may include:	• ordering procedures • purchasing authorities • recruitment and personnel • time management • transport/travel policies
Resource acquisition processes may include:	• contracted supplier ordering • internal approvals • non-tendered processes • periodic forecasts • tendered processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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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		

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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 ***agenda*** in line with stated ***meeting purpose*** 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 ***meeting arrangements*** in accordance with requirements of meeting 1.5. Despatch ***meeting papers*** to participants within ***designated time lines***
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed ***conventions*** for type of meeting and ***legal and ethical requirements*** 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 ***resolution*** of issues 2.4. Brief minute taker on method for recording meeting

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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:

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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

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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.	
Agendas 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
Meeting purpose 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
Meeting arrangements may include:	• booking an appropriate venue • deciding on process for recording of meeting • establishing costs and operating within a budget

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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

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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	

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Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADM506B Manage business document design and development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish standards for the design and production of organisational documents and to manage document design and production processes to ensure agreed standards are met. 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 well developed skills in the use of a range of software packages. They use these skills to establish, document and implement consistent standards of document design with an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 documentation standards	1.1. Identify organisational requirements for information entry, storage, output, and quality of ***document*** design and production 1.2. Evaluate organisation's present and future information technology capability in terms of its effect on document design and production 1.3. Identify types of documents used and required by the organisation 1.4. Establish documentation ***standards and design tasks*** for organisational documents in accordance with information, budget and technology requirements
2. Manage template design and development	2.1. Ensure standard formats and templates suit the purpose, audience and information requirements of each document 2.2. Ensure document templates enhance readability and appearance, and meet organisational requirements for style and layout 2.3. Test templates, obtain organisational and user feedback, and make amendments as necessary to ensure maximum efficiency and quality of presentation

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ELEMENT	PERFORMANCE CRITERIA
3. Develop standard text for documents	3.1. Evaluate ***complex technical functions*** of software for their usefulness in automating aspects of standard document production 3.2. Match requirements of each document with software functions to allow efficient production of documents 3.3. Test macros to ensure they meet the requirements of each document in accordance with documentation standards
4. Develop and implement strategies to ensure the use of standard documentation	4.1. Prepare explanatory notes for the use of standard templates and macros using content, format and language style to suit existing and future users 4.2. Develop and implement training on the use of standard templates and macros and adjust the content and level of detail to suit user needs 4.3. Produce, circulate, name and store master files and print copies of templates and macros in accordance with organisational requirements
5. Develop and implement strategies for maintenance and continuous improvement of standard documentation	5.1. Monitor use of standard documentation templates and macros, and evaluate the quality of documents produced against documentation standards 5.2. Review documentation standards against the changing needs of the organisation, and plan and implement improvements 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

- communication skills to present complex instructions orally, to communicate ideas logically, and to explain technical concepts and designs to others
- literacy skills to:
- read and interpret policies and procedures
- review and select technological designs
- consider aspects of context, purpose and audience when designing and formatting texts
- research and analysis skills to evaluate content, structure and purpose of technical

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REQUIRED SKILLS AND KNOWLEDGE
texts, and to adapt task instructions to suit changes in technology • technological skills to manage design requirements and layouts.
Required knowledge
• cost constraints • document production processes • functions of range of software applications, including desktop publishing, word processing and spreadsheets • key provisions of relevant legislation and regulations from all forms of government, codes and standards that may affect aspects of business operations, such as: • anti-discrimination legislation • ethical principles • codes of practice • privacy laws • organisational policies and procedures relating to document design and formatting • sources of expertise external to the organisation or workgroup.

Evidence 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 templates or style sheets for use in document design • documenting processes and strategies to ensure implementation.

Context of and specific resources for assessment	Assessment must ensure:
	• access to office equipment and resources, including:
	  • computer hardware and other document production equipment
	  • range of software applications appropriate to the task
	  • media for production of documents

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EVIDENCE GUIDE	
	• access to samples of high quality standardised 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: • 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: • information and communications technologyunits • 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.	

Documents may be created:	• using a range of commercial or organisational software packages:
	  • databases
	  • desktop publishing
	  • spreadsheets
	  • word processing

Standards and design tasks may include:	• binding • binding media

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RANGE STATEMENT	
	• checking final print copy • client requirements • colour photocopy • copying • creating templates and style or procedures manual • drafting • drawing • editing • electronic or paper-based • enterprise policies and procedures • enterprise templates or house style conventions for margins, fonts, use of colour • final document presentation • formatting • language and style of document • liaison with external personnel • locating and collecting appropriate information or precedents • print quality • production of graphics • production of multiple and subsequent copies • quality standards • use of page layout software • writing
Complex technical functions may include:	• data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • sort criteria • table of contents

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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BSBADV405A Perform media calculations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to calculate media costings, to perform media ratings using mathematical techniques and to present resultant findings. 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 an entry level position in a media buying role within an advertising team or media organisation who conduct media calculations to provide quantitative analysis of the effectiveness of advertisements.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 advertising media budget	1.1. Research and define media terminology 1.2. Categorise media costs 1.3. Calculate costings for selected media 1.4. Investigate and calculate ***agency service fees***
2. Calculate electronic media rating points	2.1. Determine reach and effective reach for each ***advertising media*** 2.2. Determine and present identified ***qualitative*** and ***quantitative attributes*** of media
3. Apply mathematical functions to advertising media tasks and problems	3.1. Calculate percentage shares and variations 3.2. Apply index numbers to a media situation 3.3. Perform calculations on simple index numbers 3.4. Calculate international currency conversions 3.5. Calculate the mean, average and weighted average of selected media data
4. Present media calculations	4.1. Use electronic spreadsheets to perform media calculations 4.2. Clearly present data on selected media

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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 requirements, and to document reports
- numeracy skills to analyse numerical and other data and to perform media calculations
- problem solving skills to manage contingencies
- technology skills to perform calculations and to create complex spreadsheets.

Required knowledge

- sources of media and comparative data
- media calculation principles and practices including;
  - Average Quarter Hour (AQH)
  - Cost per TARP
  - Cost per Thousand (CPM)
  - Cumulated Audience Reach (CUMES)
  - effective frequency
  - effective reach
  - frequency
  - Gross Rating Points (GRPs)
  - number of responses
  - reach
  - Target Audience Rating Points (TARPS)
- principles of software packages used when performing media calculations
- 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:
  - anti-discrimination legislation
  - consumer protection laws
  - copyright legislation
- ethical principles
- fair trading laws
  - privacy laws
  - Trades Practices Act.

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Evidence 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: • calculation and presentation of media costings and electronic media ratings using mathematical techniques for media selected to advertise at least one product or service • knowledge of media calculation principles and practices.
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 an advertising brief.
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 media calculations • demonstration of media rating and mathematical 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 demonstrated techniques in calculating media ratings and advertising media problems • oral or written questioning to assess knowledge of software packages for media calculations • review of media calculations spreadsheets.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other advertising units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Agency service fees may include:	• flat fee • head hours • percentage fee • performance incentives
Advertising media may include:	• electronic mass • new media • print mass • point-of-sale • transit
Media rating measurements may include:	• reach • unduplicated reach • frequency • effective frequency • target audience coverage per media • target audience rating points (TARPS) • gross rating points (GRPs)
Qualitative attributes may include:	• editorial environment • media involvement • message receptiveness • proximity to purchase
Quantitative attributes may include:	• cost efficiency • production costs

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Business Development - Advertising

Co-requisite units

Co-requisite units		

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BSBADV406A Buy and monitor media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to confirm the requirements specified in a media plan, to conduct negotiations when buying media and to compare actual media performance against media plan objectives. 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 an entry level position in a media planning or buying role within an advertising team or media organisation who are responsible for planning, buying and evaluating media selected to convey advertising communication messages.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 the purchasing of media	1.1. Confirm the requirements of the advertising brief 1.2. Establish the causal relationship between ***marketing communications*** and ***media objectives*** 1.3. Determine how the creative strategy and execution will impact on the proposed media strategy 1.4. Identify how consumer insights relate to media consumption 1.5. Compare and contrast scheduling alternatives
2. Buy media	2.1. Investigate and evaluate ***media market conditions*** 2.2. Conduct negotiations between suppliers for advertisement/commercial placements/spots 2.3. Obtain performance guarantees from media suppliers 2.4. Leverage placement value 2.5. Review proposed media plan against advertising objectives, schedules and budgets
3. Evaluate media performance	3.1. Investigate pre- and post-media performance/ratings and make any necessary changes to the media plan as required 3.2. Evaluate ***media costing data*** to determine effectiveness in relation to return on investment 3.3. Compare actual media performance against media plan objectives

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Compare direct and indirect response rates 3.5. Determine problems/opportunities in the planning and buying process from differences between planned and actual accomplishments 3.6. Modify existing, or investigate alternative, media strategies based on media performance data

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 advertising briefs and to write reports with complex concepts and ideas
- negotiation skills to obtain advertisement/commercial placements/spots
- organisational and time management skills to sequence tasks and to meet timelines
- research and evaluation skills to determine the effectiveness of media performance.

Required knowledge

- economic, social and industry trends
- industry products/services
- organisational structure/s and roles and responsibilities
- 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:
  - anti-discrimination legislation
  - consumer protection laws
  - copyright legislation
- ethical principles
- fair trading laws
  - privacy laws
  - Trades Practices Act.

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Evidence 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, purchasing and evaluating the performance of media used in communicating marketing objectives in at least one advertising campaign.
Context of and specific resources for assessment	Assessment must ensure: • access to advertising brief and media plan • 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: • analysis of responses to case studies and scenarios • assessment of written reports on media performance • 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 relevant legislation, codes of practice and national standards that impact on business operations • reports containing an evaluation of media market conditions • reports containing evaluation of media costing data.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBADV405A Perform media calculations.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 communications may include:	• direct marketing • media • personal selling • promotional marketing • public relations
Media objectives may include:	• high frequency • high reach • product launch
Media market conditions may include:	• clutter • competition • editorial environment • political environment • technological advances
Media costing data may include:	• cost per Target Audience Rating Points (TARPS) • Cost Per Thousand (CPM) • day parts • opportunity to see • responses • run of station • zones

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Advertising

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Co-requisite units

Co-requisite units		

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BSBADV407A Apply media analysis and processing tools

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to compare and contrast the characteristics of media analysis tools to choose the most appropriate software tool to perform media tasks and to evaluate their 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 an entry level position in a media planning or buying role within an advertising team or media organisation who use specialised media software in conducting their activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 media software tool options	1.1. Compare and contrast the ***characteristics*** and specific functions of ***media software tools*** when developing a media plan 1.2. Evaluate the advantages and disadvantages of media software tools that could be used to perform media tasks 1.3. Contrast and evaluate the ***functions*** of media software tools to perform media analysis and processing tasks 1.4. Generate media recommendations which meet advertiser's requirements
2. Use media software tools to perform media tasks	2.1. Use media software to segment target audience 2.2. Ensure program ***demographics*** match marketing objectives 2.3. Analyse radio and television survey data and logs to determine most appropriate media placements
3. Analyse campaign performance	3.1. Evaluate media performance results by channels, programs and days of the week to determine performance against desired marketing objectives 3.2. Compare media performance against expected demographics by program and time periods 3.3. Present campaign performance results to advertiser

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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 advertising briefs, to analyse data and to write reports • numeracy skills to evaluate quantitative figures generated by media reports • presentation skills to present findings of campaign performance • research and data collection skills to analyse media performance data and information • technology skills to apply functions of media software to perform media tasks.
Required knowledge

• data processing methods and analysis techniques
• industry products/services
• organisational structure/s, roles and responsibilities
• principles, advantages, disadvantages and applications of specific software to perform media tasks
• 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:
  • anti-discrimination legislation
  • consumer protection laws
  • copyright legislation
• ethical principles
• fair trading laws
  • privacy laws
  • Trades Practices Act.

Evidence 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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • evaluation and application of relevant media software options to perform media analysis tasks for at least one advertising campaign • analysis and presentation of media performance for at least one advertising campaign.
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: • analysis of responses to case studies and scenarios • demonstration of the use of media software • 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 the advantages and disadvantages of specific software to perform media tasks • observation of presentation of campaign performance results to advertiser • evaluation of media performance results.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBADV405A Perform media calculations • BSBADV406A Buy and monitor media.

Range Statement

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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Characteristics may include how media software tools:	• evaluate media plans • perform media tasks • reach audiences
Media software tools may include:	• Adequest eTAM • AdSystems • Asteriod • BCC/TSS • MaxMedia • Media Advisor • Media Wise Optimiser • Panorama • Prodigy • Radioscope • TeleMinute • Web Ratings
Functions may include:	• analyse media performance data • conduct statistical analyses • develop media plans
Demographics may include:	• age • income • marital status • education level

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Advertising

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Co-requisite units

Co-requisite units		

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BSBADV507B Develop a media plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret an advertising brief to develop a media plan within a given 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	This unit applies to individuals working in a supervisory or management advertising role within an advertising team or media organisation. It may also apply to someone working within a direct marketing role who is responsible for planning media requirements for direct marketing campaigns or offers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 media requirements	1.1. Identify the ***target audience characteristics*** from the advertising brief and prepare a detailed ***consumer profile*** which uses the same terms as those used to describe media audiences 1.2. Analyse ***product market factors*** to determine the reach and frequency requirements of advertising media selected 1.3. Analyse the ***creative requirements*** of the advertising message and determine the media implications 1.4. Identify media ***merchandising requirements*** from the advertising brief 1.5. Confirm the media budget and identify ***legal and voluntary constraints***
2. Select media vehicles	2.1. Weigh up the relative merits of identified ***media vehicle*** alternatives taking past media performance into account 2.2. Evaluate and test new or alternative ***media vehicles*** with other advertisers and against proven vehicles 2.3. Select ***media vehicles*** that target the required audience, meet ***media requirements*** and fulfil merchandising requirements within budget 2.4. Select ***media vehicles*** that meet the creative, reach and frequency requirements of the advertising message to be achieved within the budget

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Ensure selected ***media vehicles*** meet legal and ethical requirements
3. Determine the media schedule	3.1. Ensure the duration and ***timing*** of the media schedule meet the requirements of the advertising brief 3.2. Determine the ***distribution*** of messages over the duration of the schedule to meet the requirements of the advertising brief 3.3. Create a ***media schedule*** to the satisfaction of the advertiser 3.4. Develop alternative media schedules for the advertiser within the budget 3.5. Determine testing schedule for the media plan and continually modify media plan in accordance with results obtained
4. Produce a media plan	4.1. Create a media plan which defines the media requirements of the advertising brief and provides evidence to support each requirement 4.2. Specify the recommended media and vehicle/s, and the ***rationale*** for their selection in the media plan 4.3. Ensure the media plan contains a ***budget allocation*** per medium per advertising period 4.4. Identify the anticipated impact of the advertising and ***measures to assess its effectiveness*** in the ***media*** 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 consult on the media schedule • evaluation skills to compare and weigh advantages of one medium over another, and to match characteristics with media requirements • literacy skills to interpret the characteristics of different media and to match them to the requirements of the advertising brief.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• data analysis and matching techniques
• legal and ethical requirements relating to the advertising industry
• organisational products and services offered
• organisational budget and resource constraints
• principles and characteristics of advertising media, types of media and advertising strategies
• 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:
  • anti-discrimination legislation
  • consumer protection laws
  • copyright legislation
• ethical principles
• fair trading laws
  • privacy laws
  • Trades Practices Act
• terms for describing media audiences.

Evidence 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:
	• production of a media plan for an advertising campaign for at least one product or service which:
	  • defines the media requirements of the advertising brief
	  • specifies rationales for media vehicles chosen
	  • contains budgetary allocation for each advertising medium
	• measures to assess effectiveness of media vehicles selected.

Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • access to office equipment and resources • access to the advertising brief.
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 media plans • 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 presentations of media plans • oral or written questioning to assess budget knowledge • review of media schedule.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBADV511A Evaluate and recommend advertising media options.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Target audience characteristics may include:	• analysis of current customers • attitudes • cultural factors • demographics • duplication or presence on customer and outside lists

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RANGE STATEMENT	
	• existing product usage • geographics • lifestyle • psychographics • social factors • values

Consumer profile may include:	• behaviouristic information such as:
	  • benefits sought by buyer
	  • loyalty status
	  • readiness stage
	  • user status
	• combinations of geographic, demographic and psychographic information often including data on media consumption and retail outlet usage overlaid
	• demographic information such as:
	  • age
	  • education
	  • gender
	  • income
	  • marital status
	  • number of children
	  • nationality
	  • occupation
	  • statistical descriptions
	• geographic information such as:
	  • Census Collector District (CCD)
	  • census information
	  • home address
	  • nation of residence
	  • postcode
	  • state or territory of residence
	  • work address
	• psychographic information such as:
	  • activities
	  • attitudes
	  • interests
	  • lifestyle
	  • opinions

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RANGE STATEMENT	
	• values

Product market factors may include:	• whether a product or service:
	  • is convenient
	  • is differentiated or undifferentiated
	  • is established
	  • is frequently or infrequently purchased
	  • is highly competitive
	  • is new
	  • has a high or low level of audience involvement
	• whether the message characteristics are:
	  • ongoing
	  • simple
	  • unique

Creative requirements may include:	• action • cluttered or uncluttered medium • colour • electronic or physical form • fast production time • intrusive medium • local, national or international medium • longer and more profitable space requirements • longer and more profitable time requirements • paper stock • pictures or illustrations • prestigious medium • printing requirements • production technique costs • response forms • sound • words only
Merchandising requirements may include:	• association with a particular media vehicle to give the perception of safety and value • identification with a particular local community • number of required responses

Legal and voluntary constraints may include:	• codes of practice such as those issued by:
	  • Advertising Federation of Australia
	  • Australian Communications and Media

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RANGE STATEMENT	
	Authority • Australian Competition and Consumer Commission • Australian Performing Right Association • Commercial Radio Australia • Free TV Australia • cultural expectations and influences • ethical principles • legislation, including occupational health and safety legislation • policies and guidelines • regulations • social responsibilities such as protection of children, environmental issues • societal expectations
Media vehicles may include:	• aerial advertising • billboards • cable and satellite television • cinema • direct mail • direct response • exhibitions and trade fairs • internet • point-of-sale • radio • sales literature • sales promotion • sponsorship • television • the press • video • video games • videotext
Media requirements may include:	• number of target audience reached • required number of responses, including: • current customer base versus expected attrition and growth target • conversion factor for multi step offers/campaigns • required cost per response

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RANGE STATEMENT	
Timing may include:	• continuous advertising throughout the year • pre-launch advertising • pre-sale advertising • seasonal advertising
Distribution may include:	• advertisements evenly spread over the time schedule • advertisements in waves, with heavy advertising followed by light or no advertising • generation of a budgeted number of responses at no more than the budgeted cost per response
Media schedule includes:	• number of advertisements • placement of advertisements • size/length of advertisements
Rationale may include:	• dissimilarity to any proven media and/or media vehicle, but worth a controlled test based on similarity between media/vehicle audience and organisational customer base • proven ability to reach target audience in the past • proven ability to generate profitable responses in the past • similarity to proven media vehicle/s • similarity between media vehicle/s, audience and organisational target audience or customer base
Budget allocation may include:	• allocation of online budget based on maximum cost for pay per click • allocation per medium based on number of times media and/or media vehicle can be used within the period while maintaining the budgeted average cost per response • budgeted number of responses required for the period • maximum daily budget
Measures to asses its effectiveness may include:	• attitude measurements • awareness measurements • cost per response • gross profit per contact • inquiry measurements • market tests • media audience measurements

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RANGE STATEMENT	
	• number of responses • opinion measurements • physiological measurements • readership measurements • recall measurements • sales measurements • split cable tests • split-run tests • tests of different creative executions • tests of different direct marketing offers • tests of different media vehicles • theatre tests

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Advertising

Co-requisite units

Co-requisite units		

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BSBADV509A Create mass print media advertisements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create mass print media advertisements that communicate the key features of a product, service or idea to the consumer. 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 a supervisory or management advertising role within an advertising team or media organisation who are primarily responsible for the development of mass print advertisements. Individuals undertaking this unit may develop mass print media advertisements themselves or coordinate a team to produce the advertisement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 a creative brief	1.1. Confirm the ***central idea*** or creative concept, technique/s for expressing the idea/concept and ***mass print media*** to be used 1.2. Identify and check the ***advertising content*** and ***supporting information*** for accuracy and completeness 1.3. Confirm the time, schedule and budget requirements for creating the advertisement/s 1.4. Identify ***legal and ethical constraints***
2. Create a mass print media advertisement	2.1. Determine and produce the ***elements of a print advertisement*** to communicate the required image, features and benefits of the product or service 2.2. Size and position each element of the print advertisement to achieve balance and focus for the advertisement 2.3. Ensure the typeface selections suit the product and the central idea of the advertisement, and the layout balances white space and margins 2.4. Ensure the layout of the advertisement unifies the elements, attracts the reader to the focal point and guides the reading sequence

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Ensure the advertisement meets the requirements of the advertising brief and that it meets legal and ethical requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- creativity and innovation skills to write engaging scripts, and to use visual and design techniques to communicate advertising messages efficiently and effectively
- literacy skills to interpret requirements and to write for a variety of audiences and purposes.

Required knowledge

- industry, services, products and organisation
- legal and ethical requirements relating to the advertising industry
- principles and purposes of advertising
- principles of consumer behaviour and influences on buyer behaviour
- principles of creative elements in print advertisements
- range of available advertising approaches for different markets
- 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:
  - anti-discrimination legislation
  - consumer protection laws
  - copyright legislation
- ethical principles
- fair trading laws
  - privacy laws
  - Trades Practices Act
- requirements for advertising timelines, budget, central idea, resources as specified in the advertising brief.

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Evidence 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:
	• the production of at least three mass print advertisements in accordance with an advertising and creative brief including:
	  • a newspaper advertisement
	  • a magazine advertisement
	  • an outdoor advertisement.

Context of and specific resources for assessment	Assessment must ensure: • access to advertising copy to be used in the advertisement • access to an actual workplace or simulated environment • access to office equipment and resources • access to advertising and creative briefs.
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/examples of mass print advertisements • demonstration of techniques used to create mass print advertisements • 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 principles and purposes of advertising • review of legal and ethical constraints identified.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT501AWrite persuasive copy.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Central idea may include a verbal (text or headline) or visual (illustration) device used to present the content to the reader, listener or viewer of the advertisement, such as:	• analogy and association • case histories • celebrities • continuing characters • demonstrations • exaggerated situations • fantasy • photographic tricks or special effects • product uses • recipes • slice-of-life situations • testimonials
Mass print media may include:	• magazines • newspapers • outdoor advertising
Advertising content may include information to be communicated to the audience such as:	• brand or image factors • competitive advantages • features of the product/service • product/service colour • product/service price • where the product/service may be obtained
Supporting information may include:	• evidence to support the claimed benefit • purchasing information • reassurances for existing users • requirement to specify the target audience

Legal and ethical constraints may include:	• codes of practice such as those issued by:
	  • Advertising Federation of Australia
	  • Australian Communications and Media Authority
	  • Australian Competition and Consumer

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RANGE STATEMENT	
	Commission • Australian Performing Right Association • Commercial Radio Australia • Free TV Australia • cultural expectations and influences • ethical principles • legislation, including occupational health and safety legislation • policies and guidelines • regulations • social responsibilities such as protection of children, environmental issues • societal expectations
Elements of a print advertisement may include:	• borders • boxes • captions • colour • copy • coupons • headlines • logos • mandatory product or service information • shading • signatures • slogans • visuals

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Advertising

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Co-requisite units

Co-requisite units		

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BSBADV510A Create mass electronic media advertisements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to communicate the key features of a product, service or idea to a consumer using mass electronic 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	This unit applies to individuals working in a supervisory or management advertising role within an advertising team or media organisation who are primarily responsible for the development of mass electronic advertisements. Individuals undertaking this unit may develop mass electronic media advertisements themselves or coordinate a team to produce the advertisement.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 a creative brief	1.1. Confirm the ***central idea*** or creative concept, technique/s for expressing the idea/concept and ***mass electronic media*** to be used 1.2. Identify and check the ***advertising content*** and ***supporting information*** for accuracy and completeness 1.3. Confirm the time, schedule and budget requirements for creating the advertisement/s 1.4. Identify ***legal and ethical constraints***
2. Create a radio advertisement	2.1. Determine the length, pace and format for the radio advertisement in accordance with the creative brief and the allocated budget 2.2. Determine the content of the opening, middle and close of the radio advertisement to create impact, introduce the central idea, provide support for key product benefits, and provide information to facilitate consumer action 2.3. Prepare scripts to meet the ***requirements of the producer and performer/s*** and the allotted time 2.4. Ensure the radio advertisement meets the requirements of the advertising brief and that it

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ELEMENT	PERFORMANCE CRITERIA
	meets legal and ethical requirements
3. Create a television or cinema advertisement	3.1. Determine the length, pace and ***format*** for the advertisement in accordance with the creative brief and the allocated budget 3.2. Prepare scripts and storyboards to record the visual plan and to identify ***creative elements*** that meet the requirements of the creative brief 3.3. Ensure the advertisement attracts attention and sustains interest through coordination of action and motion visual effects, with audio to support the visual image/s 3.4. Ensure the advertisement meets the requirements of the advertising brief and that it meets legal and ethical requirements
4. Create an internet, web or podcast advertisement	4.1. Determine and produce copy and design elements to communicate the required image, features and benefits of the product or service 4.2. Size and position each element of the advertisement to achieve balance and focus for the advertisement 4.3. Ensure typeface selections suit the product and the central idea of the advertisement, and the ***layout*** balances white space and margins 4.4. Design site map, navigation buttons, frames and multiple pages for ease of use 4.5. Ensure sound, animation and graphics do not distract from the content of the advertisement 4.6. Ensure the advertisement meets the requirements of the advertising brief and that it meets legal and ethical requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creativity and innovation skills to write engaging scripts, and to use visual and design techniques to communicate advertising messages efficiently and effectively • research, data collection and evaluation skills to compare and weigh advantages of

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REQUIRED SKILLS AND KNOWLEDGE
one medium over another, and to match characteristics with media requirements • literacy skills to interpret the characteristics of different media and to match them to the requirements of the advertising brief • technology skills to use a range of office equipment and software.
Required knowledge

• industry, services, products and organisation
• legal and ethical requirements relating to the advertising industry
• principles and purposes of advertising
• principles of consumer behaviour and influences on buyer behaviour
• principles of creative elements in electronic advertisements
• range of available advertising approaches for different markets
• 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:
  • anti-discrimination legislation
  • consumer protection laws
  • copyright legislation
• ethical principles
• fair trading laws
  • privacy laws
  • Trades Practices Act
• requirements for advertising timelines, budget, central idea, resources as specified in the advertising brief.

Evidence 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: • the production of at least three mass electronic advertisements in accordance with an advertising and creative brief, including: • a radio advertisement

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EVIDENCE GUIDE	
	• a television or cinema advertisement • a web or podcast advertisement.
Context of and specific resources for assessment	Assessment must ensure: • access to advertising copy to be used in the advertisement • access to an actual workplace or simulated environment • access to office equipment and resources • access to advertising and creative briefs.
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/examples of mass electronic advertisements • demonstration of techniques used to create mass electronic advertisements in a workplace or simulated environment • 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 principles of consumer behaviour and influences on buyer behaviour • review of internet, web or podcast advertisements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT501AWrite persuasive copy.

Range Statement

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

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RANGE STATEMENT	
regional contexts) may also be included.	
Central idea may include a verbal (text or headline) or visual (illustration) device used to present the content to the reader, listener or viewer of the advertisement, such as:	• analogy and association • case histories • celebrities • continuing characters • demonstrations • exaggerated situations • fantasy • photographic tricks or special effects • product uses • recipes • slice-of-life situations • testimonials
Mass electronic media may include:	• cinema • internet • podcasting • radio • television
Advertising content may include information to be communicated to the audience such as:	• brand or image factors • competitive advantages • features of the product/service • where the product/service may be obtained • product/service price • product/service colour
Supporting information may include:	• evidence to support the claimed benefit • purchasing information • reassurances for existing users • requirement to specify the target audience

Legal and ethical constraints may include:	• codes of practice such as those issued by:
	  • Advertising Federation of Australia
	  • Australian Communications and Media Authority
	  • Australian Competition and Consumer Commission
	  • Australian Performing Right Association
	  • Commercial Radio Australia
	  • Free TV Australia
	• cultural expectations and influences
	• ethical principles

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RANGE STATEMENT	
	• legislation, including occupational health and safety legislation • policies and guidelines • regulations • social responsibilities such as protection of children, environmental issues • societal expectations
Advertising copy consists of:	• the words used in print and broadcast advertising
Requirements of the producer and performer/s may include:	• audio direction • coordination of music and sound effects with spoken words • cues • descriptions • detailed message content • instructions • manner of delivery • words to be spoken
Creative elements may include:	• action progression • action scenes • audio details • camera shots • composition of film and video shots • film and video details • graphics effects • interaction of audio and video • key frames • lighting effects • location • music • props • set • sound effects • talent • voices

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Advertising

Co-requisite units

Co-requisite units		

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BSBADV511A Evaluate and recommend advertising media options

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to identify and evaluate the range of advertising and promotional media to recommend single and multiple media strategies.

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 and evaluate the range of advertising and promotional media to recommend single and multiple media strategies.

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 in a media assistant role within an advertising team or media organisation. Individuals undertaking this unit are responsible for comparing the advantages and disadvantages of various advertising and promotional media to determine and make recommendations on the most appropriate combination to deliver marketing communications objectives.

This unit applies to individuals in a media assistant role within an advertising team or media organisation. Individuals undertaking this unit are responsible for comparing the advantages and disadvantages of various advertising and promotional media to determine and make recommendations on the most appropriate combination to deliver marketing communications objectives.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains 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.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the 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 Evaluate the use of media for advertising	1.1 Critically analyse the advantages and disadvantages of each marketing communications media variable and **advertising media options** for a product or service
	1.2 Determine **media characteristics** that match the requirements of the advertising brief for the product or service
	1.3 Analyse media consumption habits for **primary** and **supplementary advertising media** among target audiences
	1.4 Select advertising media options that match the requirements of the advertising brief for the product or service
2 Evaluate single and multiple media strategies	2.1 Evaluate media styles as they relate to brand character of product/service being advertised
	2.2 Compare the **advantages** and **disadvantages of selecting multiple media** in a media plan
	2.3 Develop and apply **criteria** for multiple media combination selection
3 Select and recommend advertising media	3.1 Recommend a **primary advertising media** which meets target audience preferences

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3.2 Select and recommend **supplementary media** to complement the primary medium

3.3 Ensure recommended media meet the advertising brief and advertiser's requirements and **legal and ethical constraints**

Required Skills and Knowledge

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

Required skills

literacy skills sufficient to read and interpret advertising briefs and to write reports with complex concepts and ideas

organisational and time management skills to sequence tasks and to meet timelines

research and data collection skills to evaluate the suitability of media to the product/service, brand and advertising objectives.

Required knowledge

economic, social and industry trends relevant to the choice of appropriate media options

industry products/services - to recommend appropriate media options

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:

anti-discrimination legislation

consumer protection laws

copyright legislation

ethical principles

fair trading laws

privacy laws

Trades Practices Act.

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Evidence Guide

The evidence guide provides advice on assessment 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: selection of primary and supplementary media to implement single and multiple media strategies for a product/service in an advertising campaign which are consistent with the brand personality and meet the advertiser's requirements for at least one advertisement.
Context of and specific resources for assessment	Assessment must ensure: access to an actual workplace or simulated environment access to an advertising brief 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: analysis of responses to case studies and scenarios assessment of written reports or proposals on media evaluation and selection activities review of how advertising space and time were obtained 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 economic, social and industry trends relevant to the choice of appropriate media options review of criteria developed for multiple

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	media combination selection.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: other advertising 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.

Advertising media options may include:	aerial advertising billboards and posters cable and satellite television cinema digital video discs direct mail direct response email marketing free-to-air television internet magazines newspapers outdoor personal selling podcasting point-of-sale radio sponsorship telemarketing

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	transit media
	video
	video games
	videotext
Media characteristics may include:	level of audience involvement
	level of audience receptiveness
	motion effects
	proximity to purchase
	sound effects
	visual effects
	whether the target audience responds actively
	whether the target audience responds passively
Primary advertising media may include:	magazines
	newspapers
	radio
	television
Supplementary advertising media may include:	outdoor
	point-of-sale
	transit media such as:
	bus sides
	taxi backs
Advantages of selecting multiple media may include:	increasing the frequency of the advertising message
	increasing the reach of the advertising message
Disadvantages of selecting multiple media may include:	duplication of impact
	duplication of resources
	fail to increase frequency
	fail to increase reach
	may increase the cost of advertising
Criteria for multiple media combination	whether frequency will be increased

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may include:	whether reach will be increased cost avoidance of 'zipping and zapping'
Legal and ethical constraints may include:	codes of practice such as those issued by: Advertising Federation of Australia Australian Communications and Media Authority Australian Competition and Consumer Commission Australian Performing Right Association Commercial Radio Australia Free TV Australia cultural expectations and influences ethical principles legislation, including occupational health and safety legislation policies and guidelines regulations social responsibilities such as protection of children, environmental issues societal expectations

Unit Sector(s)

empty

empt

Competency field

Business Development - Advertising

Business Development - Advertising

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BSBCMM301A Process customer complaints

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to handle formal and informal negative feedback and complaints from 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	This unit applies to individuals who are skilled operators and apply a broad range of competencies in various customer service contexts. They may exercise discretion and judgement using appropriate knowledge of products, customer service systems and organisational policies to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Respond to complaints	1.1. Process ***customer complaints*** using ***effective communication*** in accordance with organisational procedures established under organisational policies, legislation or codes of practice 1.2. Obtain, ***document*** and review necessary reports relating to customer complaints 1.3. Make decisions about customer complaints, taking into account applicable legislation, organisational policies and codes 1.4. Negotiate resolution of the complaint and obtain agreement where possible 1.5. Maintain a register of complaints/disputes 1.6. Inform customer of the outcome of the investigation
2. Refer complaints	2.1. Identify complaints that require referral to other personnel or external bodies 2.2. Make ***referrals*** to appropriate personnel for follow-up in accordance with individual level of responsibility 2.3. Forward all documents and investigation reports 2.4. Follow-up appropriate personnel to gain prompt decisions
3. Exercise judgement to resolve customer	3.1. Identify implications of issues for customer and organisation

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ELEMENT	PERFORMANCE CRITERIA
service issues	3.2. Analyse, explain and negotiate appropriate options for resolution with customer 3.3. Propose viable options in accordance with appropriate legislative requirements and enterprise policies 3.4. Ensure matters for which a solution cannot be negotiated are referred to appropriate 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 identify trends and positions of products and services
- communication skills to interpret customer complaints, and to monitor and advise on customer service strategies and resolutions
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- 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 texts to ensure clarity of meaning and accuracy of grammar and punctuation
- problem-solving skills to deal with customer enquiries or complaints, to apply organisational procedures to a range of situations and to exercise judgement in this application.

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)
- importance of good communication skills and the individual's role in processing customer complaints
- organisational procedures and standards for processing complaints and recommending appropriate action.

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Evidence 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 judgement in the application of industry and/or organisational procedures • working with customer complaints • knowledge of organisational procedures and standards for processing complaints.
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 customer complaints • examples of documents relating to customer complaints 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: • 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 • observation of presentations • oral or written questioning to assess knowledge of individual's role in processing customer complaints • review of documentation outlining necessary reports relating to customer complaints • review of complaints/disputes register.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • customer service units

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EVIDENCE GUIDE	
	• 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.	
Customers may include:	• customers with routine or specific requests • internal or external customers • people from a range of social, cultural or ethnic backgrounds • people who may be unwell, drug affected or emotionally distressed • people with varying physical and mental abilities • regular and new customers
Complaints may include:	• different types of severity, formality and sources • scenarios where external bodies such as police are required • straightforward customer dissatisfaction • level of documentation required
Effective communication may include:	• giving customers full attention • maintaining eye contact (for face-to-face interactions), except where eye contact may be culturally inappropriate • speaking clearly and concisely • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions)
Documenting reports relating to customer complaints may include:	• completed forms and written reports • using audio-visual tapes • using computer-based systems

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RANGE STATEMENT	
Referrals may include:	• external bodies e.g. Ombudsman, Independent Commission Against Corruption (ICAC), police • relevant superiors in the organisational hierarchy

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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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		

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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 ***presentation strategies***, ***format and delivery methods*** that match the ***characteristics*** of the target audience, location, resources and personnel needed 1.3. Select ***presentation aids***, ***materials*** and ***techniques*** 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 ***techniques to evaluate presentation effectiveness***
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

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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 ***techniques to review the effectiveness*** 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

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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.

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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

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RANGE STATEMENT	
	• physical ability • previous experience with the topic
Presentation aids and materials may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard

Presentation techniques 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

Techniques to evaluate presentation effectiveness may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involve in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

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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.

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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

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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 ownlevel 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 4360:2004Risk Management
- Australian/New ZealandStandard HandbookAS/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

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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

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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.	
Organisation may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
Exercises may include:	• drills • scenario planning
Risk 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

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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
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 • statutory/regulatory breaches
Risk treatment 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
Emergency response strategies 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

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RANGE STATEMENT	
Continuity strategies 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
Recovery strategies 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
Business continuity plan/s 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

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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		

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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.

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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***

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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

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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

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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 4360:2004Risk Management • Australian/New Zealand Standard HandbookAS/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.

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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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Corporate risk may include:	• electronic information security • espionage/commercial confidence/sensitivity breach • governance • insolvency • major fraud • professional negligence - threat of major legal action against directors
Organisations may include:	• commercial enterprises • community • government • non-commercial enterprises • not-for-profit • religious organisations
Risk 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

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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

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RANGE STATEMENT	
	• statutory/regulatory breaches
Disruption scenarios 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 communicationsÂ - 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
Management may include:	• chief executive officer • company board • delegated business continuity management director/officer • department managers • directors • supervisors
Risk treatment 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
Emergency response strategies 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

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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

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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

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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
Exercises 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		

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Co-requisite units		

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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.

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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 ***relevant personnel*** 1.2. Demonstrate clear sponsorship, responsibility and accountability for the business continuity management framework 1.3. In consultation with others, establish ***governance structures*** for the business continuity management framework, in line with the size of the organisation 1.4. Determine and seek approval for ***resources*** 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

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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.

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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 4360:2004Risk Management
- Australian/New Zealand Standard HandbookAS/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

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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

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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.	
Relevant personnel 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)
Governance structures 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
Management may include:	• chief executive officer • company board • delegated business continuity management

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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

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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		

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BSBCRT301A Develop and extend critical and creative thinking skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop the habit of thinking in a more creative way. 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 develop and extend their critical and creative thinking skills. Creative thinking involves looking at things differently, musing, testing, experimenting and challenging existing thought patterns. Creative thinking can take place anywhere - at home, at work, lying in bed at night, in the shower or on the bus. It can be applied to any type of issue or situation. When used effectively it can assist with the improvement of existing, or the development of entirely new or innovative services, products or processes. Sometimes creative thinking may pay off in a seemingly unconnected way at a future time and in an apparently unrelated context. Creative thinking can be learnt and applied through thoughtful application of skills related to observation, analysis, reflection, problem solving, evaluation and critical appraisal. Effective use of creative thinking skills opens up new opportunities for individuals, businesses and communities.

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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 a questioning mindset	1.1. Develop the habit of asking ***questions*** from ***different perspectives*** 1.2. Take responsibility for exploring a variety of information sources to provide relevant answers to own questions 1.3. Sort through information and ideas to identify the central questions, issues and challenges 1.4. Challenge preconceptions and assumptions to determine actual constraints in defining a problem for resolution

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ELEMENT	PERFORMANCE CRITERIA
2. Generate ideas and responses	2.1. Explore and use a range of ***creative thinking techniques*** to generate ideas and responses 2.2. Muse on, play around with and have fun with ideas in relation to a perceived objective 2.3. Identify and challenge ***blockers to creative thinking*** 2.4. Consider and explore realities beyond the current situation 2.5. Evaluate, and where appropriate, challenge ***existing boundaries*** to determine perceived or actual constraints 2.6. Show willingness to take ***risks with ideas and thought processes*** 2.7. Look around in ***familiar and unfamiliar places*** for new inspiration and habitually record observations, experiences, ideas and reflective thoughts to broaden personal knowledge base 2.8. Acknowledge and accept the opportunity for revelation when least expected 2.9. Identify connections and associations from things that seem unconnected
3. Challenge, test and re invent ideas	3.1. Identify, interrogate and challenge the assumptions behind ideas 3.2. Experiment with variations, and explore and challenge a range of different solutions and ideas 3.3. Consciously change perspectives, and evaluate ideas and situations in new ways 3.4. Where appropriate, involve others in ideas and how they might change or be improved
4. Enhance creative thinking skills	4.1. Consciously challenge and question own thought patterns and ways of responding to work and life situations 4.2. Identify and take opportunities to self-assess and to learn about new ideas and different ways of thinking 4.3. Take opportunities to practise and experiment with creative thinking techniques across work and life situations 4.4. Pro-actively talk to others about ways that new ideas and patterns of thinking can be encouraged and developed

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creative thinking skills to participate effectively and actively in a range of creative thinking activities • literacy skills to explore and analyse information dealing with potentially complex concepts from a wide range of sources • problem-solving skills to tease out central themes and issues, and to respond with a range of ideas and solutions • reflective learning and self-management skills to question and challenge own skills and practice, to identify and access learning opportunities, and to be prepared to learn new things in unfamiliar areas.
Required knowledge
• common blockers to creative thinking, both from an individual and organisational perspective • definitions, concepts and history of creativity at an overview level • different creative thinking techniques and how they work, including daydreaming and mental wandering, wishful thinking, use of metaphors and analogies, trigger words, morphological analysis, brainstorming visualisation, mind mapping, lateral thinking games, Edward de Bono's six thinking hats, making associations and storytelling • how creativity applies everywhere, not just in traditionally 'creative' contexts • impacts of creative thinking on individuals, communities and businesses • techniques for filtering to process diverse information • ways of extending and developing individual creative thinking skills.

Evidence 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: • active participation in a range of creative thinking

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EVIDENCE GUIDE	
competency in this unit	activities, including ability to ask relevant questions and to generate a range of ideas in response to a given situation or issue • understanding of creativity and creative thinking at a basic level, including its impact and importance for individuals, communities and businesses • knowledge and application of different creative thinking techniques and processes to a range of situations.
Context of and specific resources for assessment	Assessment must ensure: • interactions with challenges, situations and scenarios to which creative thinking may be applied (usually this would involve interactions with others to reflect the nature of the creative thinking 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 • direct observation of the candidate participating in collaborative creative thinking activities • evaluation of ideas generated by the candidate (with or without others) and of the processes used to generate and test those ideas • evaluation of a presentation made by the candidate articulating the process of developing ideas or pieces of work, plus evaluation of candidate debating and discussing ideas with others • evaluation of a (non-computerised) game developed by the candidate, played with others, challenged and re-invented • oral or written questioning to assess knowledge of creative thinking techniques, concepts and definitions of creativity.
Guidance information for assessment	Creative thinking always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the creative thinking skills as described in this unit.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Questions may include:	• are there any boundaries I need to consider? • are there new ideas we can bring to this situation? • how could I solve this problem? • is there a different way of doing this? • what am I or others trying to do? • what do I need to do to make this better? • what extra information do I need? • what is missing? • what is required? • who do I need to talk to about this? • why is this so?
Different perspectives may be those of:	• clients or customers • family members • friends • funding bodies • general public • history • organising committees • regulatory authorities • self • specialists or experts • supervisors or managers • work colleagues

Creative thinking techniques may include:	• brainstorming:
	  • stop and go
	  • sequencing
	  • buzz session
	  • bulletin board
	  • computer-aided

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RANGE STATEMENT	

	• daydreaming and mental wandering
	• Edward de Bono's six thinking hats
	• ego alter or heroes
	• graphic organisers:
	  • visual maps
	  • webbing
	  • concept fans
	• 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

Blockers to creative thinking may be:	• cultural
	• emotional
	• environmental
	• family
	• ideas and perceptions about how we should behave, such as:
	  • play according to the rules
	  • don't ask questions
	  • don't be silly
	  • do as you're told
	  • be practical
	  • (taken from Lotherington 2003: Flicking Your Creative Switch)
	• intellectual
	• peer pressure
	• perceptual
	• risk aversion
	• 'way it's done round here'

Existing boundaries may relate to:	• available resources (human, financial, physical) • established tradition or practice in a given field of activity

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RANGE STATEMENT	
	• communication protocols • procedures and processes • specifications • unspoken agreements about who does what and how • work conditions
Risks with ideas and thought processes might involve:	• accepting the limitations of one's own knowledge or capacity • challenging established authority • challenging the continuation of current ways of doing things • changing the rules • exposing oneself or others to possible criticism • facing personal fears and apprehensions • letting go of control • radically changing long established tradition, practice or norms • taking financial risks • taking self or others outside of a comfort zone
Familiar and unfamiliar places may include:	• colleagues • community groupings • friends • hardware stores • information sources with little direct link to the question at hand • journals • junk stores • libraries • museums • recycling yards • shopping centres • websites • workshops

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

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BSBCRT401A Articulate, present and debate ideas

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to articulate, present and debate ideas. 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 and debate ideas in a work or broader life context. While the unit shares some similarities with units such as BSBCMM401A Make a presentation or BSBRES401A Analyse and present research information, the focus is quite different. This unit focuses on the creative ways in which ideas can be presented to provoke response, reaction and critical debate. Risk taking, storytelling and participation in critical debate are key features of the unit. Ideas might be quite complex in nature and relate to new products, services, creative works or new ways of doing things.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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. Analyse ideas for communication to others	1.1. Distil ***key themes***, ***messages and positions*** to aid in clarity of thought and presentation 1.2. Reflect on ***different ways of communicating ideas*** for different purposes and to different people 1.3. Identify the enabling skills and attributes of ***individuals*** who can effectively participate in discussions about ideas
2. Provoke response and reaction	2.1. Explore and use ***different techniques to engage***, ***fascinate and involve others*** in the process of communication and exchange 2.2. Explore the ways that storytelling can be used to communicate ideas 2.3. Create ***innovative approaches to different communication challenges*** 2.4. Be prepared to take ***risks*** in the way ideas are

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ELEMENT	PERFORMANCE CRITERIA
	presented 2.5. Identify ***specific ways to provoke and encourage response*** in particular individuals or groups
3. Debate and discuss ideas	3.1. Present and argue ***substantiated positions*** on ideas 3.2. Be open to critical analysis of own ideas and to the ideas of others 3.3. Identify and participate in conversations that challenge and explore different concepts and approaches, and generate new ideas 3.4. Respond to questions about ideas with confidence and relevant information 3.5. Reflect on and appraise the views of others, and use to refine ideas and to embrace new ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to present ideas in ways that engage and provoke response, and to debate and discuss potentially complex concepts
- creative thinking skills to develop responses and new ideas in response to feedback
- learning and self-management skills to actively seek feedback and to learn from others
- literacy skills to develop and interpret information dealing with complex ideas.

Required knowledge

- creative and different ways of expressing and communicating ideas, and of making an opportunity pitch
- different ways in which individuals receive and respond to ideas and information, and what influences their response
- nature and role of risk taking in the presentation and debate of ideas
- role of storytelling in communicating ideas and key storytelling techniques
- techniques to tailor comments to particular audiences.

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Evidence 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: • creative and articulate presentations that provoke interest and response • active and confident participation in critical debate and discussion of ideas.
Context of and specific resources for assessment	Assessment must ensure: • presentations to others about ideas • discussion and debate with others about ideas.
Method of assessment	A range of assessment methods should be used t 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 • direct observation of candidate participation in presentations and debates • evaluation of candidate's skills in responding to new and different communication situations • evaluation of candidate telling a story, making a pitch or presenting ideas to complete strangers in 'different' environments (e.g. in a restaurant, in the corridor, on a bus, in a lift).
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

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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.	
Key themes, ***messages and positions*** may relate to:	• essence of the idea • influences on the idea • relationship of idea to established tradition or practice • relationship of idea to new and emerging technology • problems and challenges with the idea • reasons why the idea should be supported • selling a creative team • selling creative ideas • selling self as a creative person • way the idea was developed • who had developed the idea and why
Different ways of communicating ideas may be:	• aural • group presentation/pitch • in a forum • in elevators • one-on-one discussion • on planes • oral • remote (e.g. video conferencing) • visual
Individuals may be:	• colleagues • community members • friends • gallery owners • interviewers (media) • investors • mentors • panels • peers • students • supervisors or managers
Different techniques to engage, ***fascinate and involve others*** may include:	• blogging • media releases • multimedia presentations • music

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RANGE STATEMENT	
	• photography • storytelling • viral marketing • visual depictions
Innovative approaches to communication challenges may involve ability to:	• get across all key messages in a short time • present on unfamiliar topic • respond to impromptu situations • structure information quickly and effectively
Specific ways to provoke and encourage response may include:	• use of engaging objects to explain idea
Risks may involve:	• acknowledging own limits and difficulties • asking for help • breaking out of accepted norms • divulging personal information or vulnerabilities • failing and learning from it • incorporating humour • taking a fun approach with a potentially serious audience
Substantiated positions may be positions which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others (e.g. peer review) • supported by relevant information

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

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Co-requisite units

Co-requisite units		

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BSBCRT402A Collaborate in a creative process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collaborate in a creative 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	This unit applies to individuals who participate in a collaborative creative process in a work or broader life context. It is relevant to individuals who are involved in what is traditionally considered creative endeavour but is also very important in broader business and community activities where creative team effort is highly valued. The unit focuses on effective engagement in a collaborative process, underpinned by a commitment to trust and ethics as a key feature of collaborative creative effort.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Enter into a collaborative creative process	1.1. Adopt a ***personal philosophy of trustworthy and ethical behaviour*** 1.2. Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour 1.3. Use ***professional discretion and judgement*** in dealing with others 1.4. Acknowledge and respect the ***different ways that different people may contribute*** to the creative process 1.5. Acknowledge and work within the legal framework that applies to creative content as part of individual commitment to an ethical approach 1.6. Respect collaborative efforts by relinquishing individual ownership of ideas
2. Engage in a collaborative creative	2.1. Maintain a ***belief in personal ideas***, combined with a willingness to move on as ideas are discarded and

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ELEMENT	PERFORMANCE CRITERIA
process	others evolve 2.2. Be prepared to let go of own vanity and ego to allow new ideas to emerge 2.3. Use ***language*** and adopt a ***demeanour*** that demonstrates respect and trust for others 2.4. Listen to, value, respect and trust the contributions of others as material to work with rather than positions to argue against 2.5. Challenge, test and share ideas in a supportive way as part of the creative process 2.6. Move on from initial positions and preconceptions to accept and embrace new and unpredictable ideas as they emerge during the creative process 2.7. Play a role that encourages the ***movement and shift of ideas*** within the group towards a well-conceived solution
3. Reflect on own role in the collaborative creative process	3.1. Reflect on own level of participation, relationships with others and personal behaviour in the collaborative process 3.2. Identify ways to do better next time and follow up on any issues that need to be resolved 3.3. Identify and seek opportunities to refine and expand own skills and knowledge, including learning from failing

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to nurture trust, to model open and supportive communication, and to articulate potentially complex ideas • creative thinking skills to generate and explore ideas • learning and self-management skills to reflect on and enhance own ability to contribute effectively to a collaborative creative process • problem-solving skills to continually be evaluating and challenging ideas and moving them forward towards solutions.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• concept of shared intellectual property from collaborative creativity • concepts of trust and ethical behaviour in the context of creative endeavour • different roles people may play in a collaborative creative process and how this contributes to the overall effort • how the creative process works in different situations (e.g. as an individual, as part of a group) • how the potential for creativity can be maximised within a team • legal framework that affects copyright, moral rights and intellectual property issues • what stops creativity in a group 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	Evidence of the following is essential: • positive and full participation in a collaborative creative process that generates, expands and develops ideas into a well-conceived solution • communication and creative-thinking skills that make a positive contribution to the collaborative effort • knowledge and understanding of the ethical framework in which any type of creative endeavour operates.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a team of people in the collaborative creative 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

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EVIDENCE GUIDE	
	• direct observation of the candidate participating in collaborative creative activity • interviews with others participating in the process to determine the nature and quality of the candidate's participation and interactions • evaluation of candidate presentation (verbal or written) on the collaborative process, including challenges, benefits and key learning for the future • oral or written questioning to assess knowledge of concepts of trust and ethical behaviour in the context of creative endeavour.
Guidance information for assessment	A collaborative creative effort always occurs in a specific context. Therefore holistic assessment with other units relevant to the industry sector, workplace and job role is highly recommended. Assessors must, however, retain a strong focus on the key aspects of collaboration and creativity detailed in this unit. Combined assessment with the following unit would also be appropriate: • BSBCRT301A Develop and extend critical and creative thinking skills.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Personal philosophy of trustworthy and ethical behaviour may relate to:	• acknowledging discomfort or anger • being prepared to fully participate • communicating in an open way • honesty • honouring commitments • sensitivity to social, cultural, personal situations and dynamics • showing respect • understanding of the consequences of actions

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RANGE STATEMENT	
Professional discretion and judgement may relate to:	• assessing when to keep quiet • being aware of and responding to different personality types • knowing when it is appropriate or inappropriate to share information • knowing with whom information should be shared
Different ways that different people may contribute may relate to:	• different approaches to expressing opinions or ideas • inclinations to lead or follow • influence with others • interpersonal skills • networks • past experience • technical skills and expertise
Belief in personal ideas may be demonstrated by:	• backing ideas up with information and rationale • being prepared to argue for own ideas • confidence in own ability to create many ideas • confidence to share ideas • confident articulation of ideas • spending time developing and refining own ideas
Language that demonstrates respect for others may involve:	• acknowledging new ideas and effort • avoiding negative words • avoiding personal negatives like 'you cannot' or 'you should not' • choosing words wisely • listening • making differentiations between ideas and people • managing tone • speaking at a level appropriate to the listener
Demeanour that demonstrates respect for others may relate to:	• avoiding intellectual bullying • encouraging others to express ideas • facial expression • keeping a positive mindset • listening before speaking • physical position • refraining from blame or accusation

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RANGE STATEMENT	
	• other non-verbal behaviour • understanding the balance between constructive comment and attention seeking
Movement and shift of ideas may involve:	• building in 'what if' scenarios • encouraging a stocktake before moving forward • making connections between seemingly disparate ideas • refining ideas that seem positive • returning to earlier ideas • returning to key objectives • suggesting new processes • turning ideas 'on their head' to resolve blockages

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Process

Co-requisite units

Co-requisite units		

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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 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.

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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 ***existing information that informs new concept development*** 1.2. Where appropriate, identify and use gaps in current range of ***products***, ***programs***, ***processes or services*** as the catalyst for generating new ideas or concepts 1.3. Expand the potential of new ideas through ***exploration of opportunities beyond the obvious***

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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

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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 ***implementation specifications***
	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.

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Evidence 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	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Existing information that informs new concept development may include:	• creative brief • market research • organisational vision • personal vision and creative aspiration
Products, ***programs***, ***processes or services*** 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
Exploration of opportunities beyond the obvious 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
Factors may include:	• codes of practice • content • cost effectiveness • features of interactive digital media products:

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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
Relevant stakeholders may include:	• administrative staff • clients/customers • designers and other creative personnel • directors • external suppliers • information technology personnel • management • program producers • technical specialists • writers
Creative thinking techniques may include:	• brainstorming: • bulletin board • buzz session • computer-aided • sequencing • stop and go

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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

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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		

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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.

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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 ***research techniques*** to source information about creativity 1.2. Identify and explore potential ***new***, ***emerging and alternative sources of ideas and thinking*** about creativity 1.3. Expand own knowledge and understanding of creativity through review and ***critical analysis*** of information 1.4. Analyse, compare and contrast a ***range of theoretical perspectives and thinking*** 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

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ELEMENT	PERFORMANCE CRITERIA
	of ***own work and life experience***
	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 ***benefits to individuals***, ***businesses and the community***
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 ***substantiated positions*** in response to research and analysis
	3.3. Articulate own positions in a manner which demonstrates ***clarity of thought and conceptual understanding*** 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).

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Evidence 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	

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 techniques 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
New, ***emerging and alternative sources of ideas and thinking*** 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
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 • critical path process

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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
Range of theoretical perspectives and thinking may be:	• economic • environmental • geographic • heritage • historical • local, national, international • political • philosophical • social/cultural • style/design
Own work and life experience 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
Benefits to individuals, businesses and the community may include:	• adaptability • better individual and business relationships • capacity for innovation and invention

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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
Substantiated positions 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)
Clarity of thought and conceptual understanding 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		

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Co-requisite units		

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BSBCUS301A Deliver and monitor a service to customers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify customer needs and monitor service provided to 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	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 customer service to provide technical advice and support to customers over either a short or long term interaction.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 customer needs	1.1. Use ***appropriate interpersonal skills*** to accurately identify and clarify ***customer needs and expectations*** 1.2. Assess customer needs for urgency to determine priorities for service delivery in accordance with ***organisational requirements*** 1.3. Use ***effective communication*** to inform customers about available choices for meeting their needs and assist in the selection of preferred options 1.4. Identify limitations in addressing customer needs and seek appropriate assistance from ***designated individuals***
2. Deliver a service to customers	2.1. Provide prompt service to customers to meet identified needs in accordance with organisational requirements 2.2. Establish and maintain appropriate rapport with customers to ensure completion of quality service delivery 2.3. Sensitively and courteously handle ***customer complaints*** in accordance with organisational requirements 2.4. Provide assistance or respond to customers with ***specific needs*** in accordance with organisational requirements 2.5. Identify and use available ***opportunities*** to promote

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ELEMENT	PERFORMANCE CRITERIA
	and enhance services and products to customers
3. Monitor and report on service delivery	3.1. Regularly review customer satisfaction with service delivery using ***verifiable evidence*** in accordance with organisational requirements 3.2. Identify opportunities to enhance the quality of service and products, and pursue within organisational requirements 3.3. Monitor procedural aspects of service delivery for effectiveness and suitability to customer requirements 3.4. Regularly seek customer feedback and use to improve the provision of products and services 3.5. Incorporate evidence of customer satisfaction in decisions to modify products or services, ensuring they are within organisational requirements 3.6. Ensure reports are clear, detailed and contain recommendations focused on critical aspects of service delivery

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 a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning and accuracy of grammar and punctuation • technology skills to select and use technology appropriate to a task • communication skills to monitor and advise on customer service strategies • problem-solving skills to deal with customer enquiries or complaints • analytical skills to identify trends and positions of products and services.
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

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • financial legislation • occupational health and safety (OHS) • organisational policy and procedures for customer service including handling customer complaints • service standards and best practice models • public relations and product promotion • techniques for dealing with customers, including customers with specific 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	Evidence of the following is essential: • identifying needs and priorities of customers • distinguishing between different levels of customer satisfaction • treating customers with courtesy and respect • responding to and reporting on, customer feedback • knowledge of organisational policy and procedures for customer service.
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 customer complaints • examples of documents relating to customer service standards and policies.
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

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of reports on customer service delivery • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of customer service strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales units • other customer service 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.	
Appropriate interpersonal skills may include:	• listening actively to what the customer is communicating • providing an opportunity for the customer to confirm their request • questioning to clarify and confirm customer needs • seeking feedback from the customer to confirm understanding of needs • summarising and paraphrasing to check understanding of customer message • using appropriate body language
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies
Customer needs and expectations	• accuracy of information

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RANGE STATEMENT	
may include:	• advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • defined resource parameters • 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
Effective communication may include:	• giving customers full attention • maintaining eye contact, except where eye contact may be culturally inappropriate • speaking clearly and concisely • using active listening techniques • using appropriate language and tone of voice • using clear written information/communication • using non-verbal communication e.g. body language, personal presentation (for face-to-face interactions) • using open and/or closed questions
Designated individuals may include:	• colleagues • customers • line management • supervisor
Customer complaints may include:	• administrative errors such as incorrect invoices or prices

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RANGE STATEMENT	
	• customer satisfaction with service quality • damaged goods or goods not delivered • delivery errors • product not delivered on time • service errors • warehouse or store room errors such as incorrect product delivered
Specific needs of customers may relate to:	• age • beliefs/values • culture • disability • gender • language • religious/spiritual observances
Opportunities to promote and enhance services and products may include:	• extending time lines • packaging procedures • procedures for delivery of goods • returns policy • system for recording complaints • updating customer service charter
Verifiable evidence may include:	• customer satisfaction questionnaires • audit documentation and reports • quality assurance data • returned goods • lapsed customers • service calls • complaints

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

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Co-requisite units

Co-requisite units		

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BSBCUS401A Coordinate implementation of customer service strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to advise on, carry out and evaluate customer service strategies, including the design of improvement strategies based on feedback. 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 customer service strategies who contribute well developed skills in addressing customer needs and problems. 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		

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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. Advise on customer service needs	1.1. Clarify and accurately assess ***customer needs*** using appropriate ***communication techniques*** 1.2. Diagnose problems matching service delivery to ***customers*** and develop options for improved service within ***organisational requirements*** 1.3. Provide relevant and constructive advice to promote the improvement of customer service delivery 1.4. Use ***business technology*** and/or ***online services*** to structure and present information on customer service needs
2. Support implementation of customer service strategies	2.1. Ensure customer service strategies and opportunities are promoted to ***designated individuals and groups*** 2.2. Identify and allocate available budget resources to fulfil customer service objectives 2.3. Promptly action ***procedures to resolve customer difficulties*** and ***complaints*** within organisational requirements 2.4. Ensure that decisions to implement ***strategies*** are taken in consultation with designated individuals and groups
3. Evaluate and report on customer service	3.1. Review client satisfaction with service delivery using verifiable data in accordance with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify and report changes necessary to maintain service standards to designated individuals and groups 3.3. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of client service strategies 3.4. Maintain systems, records and reporting procedures to compare changes in customer satisfaction

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
- planning skills to develop implementation schedules
- problem-solving skills to diagnose organisational problems relating to customer services.

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)
- principles of customer service
- organisational business structure, products and services
- product and service standards and best practice models.

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Evidence 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 needs and priorities of the organisation in delivering services to customers • responding to and reporting on customer feedback • designing strategies to improve delivery of products and services • knowledge of the principles of customer service.
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 customer complaints, feedback 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 candidate • review of documentation reporting changes necessary to maintain service standards • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • oral or written questioning to assess knowledge of customer service techniques and strategies • review of systems, records and reporting procedures to compare changes in customer satisfaction.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales units • other customer service units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Customer needs may relate to:	• accuracy of information • advice or general information • complaints • fairness/politeness • further information • making an appointment • prices/value • purchasing organisation's products and services • returning organisation's products and services • specific information
Communication techniques may include:	• analysing customer satisfaction surveys • analysing quality assurance data • conducting interviews • consultation methods, techniques and protocols • making recommendations • obtaining management decisions • questioning • seeking feedback to confirm understanding • summarising and paraphrasing
Customers may include:	• corporate customers • individual members of the organisation • individual members of the public • internal or external • other agencies
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • confidentiality and security requirements • defined resource parameters

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RANGE STATEMENT	
	• ethical standards • 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
Business technology may include:	• answering machine • binder • computer • fax machine • photocopier • printer • shredder • telephone
Online services may include:	• access to product database by customers online • access to purchase, delivery and account records • call/contact centre • online ordering • online payments • online registration • quick/reasonable response • two-way communication online
Designated individuals and groups may include:	• colleagues • committee • customers • external organisation • line management • supervisor
Procedures to resolve customer difficulties may include:	• external agencies (e.g. Ombudsman) • item replacement • referrals to supervisor • refund of monies • review of products or services

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RANGE STATEMENT	
	• using conflict management techniques

Customer complaints may include:	• administrative errors such as incorrect invoices or prices
	• customer satisfaction with service quality
	• damaged goods or goods not delivered
	• delivery errors
	• products not delivered on time
	• service errors
	• specific e-business problems and issues:
	  • difficulty accessing services
	  • inactive links
	  • not appreciating differing hardware and software
	  • services not available
	  • supply errors such as incorrect product delivered
	  • time taken to access services
	  • unfriendly website design
	  • website faults
	• warehouse or store room errors such as incorrect product delivered

Customer service ***strategies*** may include:	• courtesy/politeness • delivery times • merchandise characteristics • price offers • product/refund guarantees • product/service availability

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Customer Service

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Co-requisite units

Co-requisite units		

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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

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	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

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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.

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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

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	• 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

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BSBDES201A Follow a design process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to follow a design process at a basic 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 any individual who follows a design process to respond to specific issues or challenges, including product and service requirements arising from particular business or community needs. The unit acknowledges the need to encourage the development of skills, which are sometimes called 'design thinking' or 'design consciousness'. In essence, the unit is about purposeful problem solving - defining the challenge, coming up with ideas, working with others to develop ideas, reflecting on progress, presenting an idea so it can be implemented and, of course, evaluating whether an idea has met the original challenge. Designers use the processes described in this unit but at a much more sophisticated and complex level. This unit is not about being a designer.

Licensing/Regulatory Information

Not applicable.

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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 the challenge	1.1. Confirm the ***nature and scope of the challenge*** with ***stakeholders*** 1.2. Agree on specific objectives with ***stakeholders*** 1.3. Identify any ***constraints*** that may impact on the design process 1.4. Identify and source ***relevant supporting information and assistance***
2. Explore different ideas and solutions	2.1. Generate a range of ideas to respond to the challenge 2.2. Explore ***different options and ideas*** for meeting objectives 2.3. Involve others in the process of developing ideas and solutions
3. Select and present a	3.1. Reflect on different ideas and feedback, and select a

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ELEMENT	PERFORMANCE CRITERIA
solution	preferred solution 3.2. Summarise the key ideas in the solution and present to stakeholders in ***appropriate format*** 3.3. Obtain any required approvals to take the solution to the next stage
4. Implement the solution	4.1. Schedule key tasks and organise ***resources to support implementation*** 4.2. Carry out ***testing***, ***prototyping or trialling*** of the proposed solution 4.3. Maintain any required ***documentation*** 4.4. Identify problems and seek ***advice and guidance*** from others
5. Evaluate the solution	5.1. Check the success of the solution based on original objectives 5.2. Seek feedback from appropriate stakeholders 5.3. Review both the solution and the process undertaken to develop the solution as part of an ongoing learning process

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to liaise with others, to share ideas, and to present information and ideas clearly and concisely
- creative thinking skills to generate ideas in response to a defined problem or need in a familiar context
- literacy skills to analyse and interpret information dealing with concepts and ideas from own area of work
- problem-solving skills to identify problems and to work with others to develop solutions
- self-management skills to take responsibility for own work as part of an overall collaborative process.

Required knowledge

- context for the challenge, including any specific factors that impact on work

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REQUIRED SKILLS AND KNOWLEDGE
• creative thinking techniques that can be used to generate ideas in any context • key features and steps in the design process as a way of thinking and solving problems • legal framework that impacts on activities in a particular context • potential sources of information for new ideas, 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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • active participation in a project which uses the design process to develop solutions to a given challenge • effective communication skills to be a member of a collaborative team • knowledge of the design process, and how it can be used in developing solutions to different issues and challenges.
Context of and specific resources for assessment	Assessment must ensure: • access to materials, tools and equipment required to implement solutions in the given work context • interaction with others to reflect the collaborative nature of the design 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 • direct observation of the candidate participating in collaborative processes • evaluation of documentation maintained by the candidate to support different ideas • evaluation of a presentation made by the candidate

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EVIDENCE GUIDE	
	outlining proposed solutions and processes used to develop those solutions • oral or written questioning to assess knowledge of parameters and context for work 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, for example: • other technical or specialist units from particular areas of 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.	
Nature and scope of the challenge could be very varied, and may relate to new or improved:	• applications of materials or equipment • processes • products or services • systems • uses of technology
Stakeholders may include:	• client • end users • friends and family • supervisor or manager • work colleagues (working in the same or different areas)
Constraints may relate to:	• availability of materials, equipment or tools • boundaries about what can and cannot be changed • legal restrictions • time and budget
Relevant supporting information	• drawings, specifications or other technical data

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RANGE STATEMENT	
and assistance may include:	• ideas from colleagues • industry associations or organisations • personal experience • policy and procedures manuals • print or electronic media (including internet) • reference manuals • technical experts

Different options and ideas may be generated by:	• brainstorming:
	  • stop and go
	  • sequencing
	  • buzz session
	  • bulletin board
	  • computer-aided
	• daydreaming and mental wandering
	• Edward de Bono's six thinking hats
	• ego alter or heroes
	• graphic organisers:
	  • visual maps
	  • webbing
	  • concept fans
	• 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

Appropriate format may be:	• checklists • digital presentation • drawings/sketches • models • plans • verbal presentation
Resources to support	• equipment

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RANGE STATEMENT	
implementation may include:	• financial resources • human resources • information technology support • materials • tools
Testing*, *prototyping or trialling may involve:	• creating a physical model or sample • testing the solution against different scenarios • using a small group to test the solution
Documentation may include:	• diary showing progress of work • progress reports • records of communication (e.g. emails) • working drawings
Advice and guidance may involve:	• facilitating access to networks or contacts • facilitating access to resources • providing technical expertise

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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BSBDES202A Evaluate the nature of design in a specific industry context

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate the nature and role of design in a particular industry 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	Design occurs in all industries and increasingly, quality design is considered a key factor in building organisational and industry capacity and competitiveness. This unit applies to individuals working in any context, who need to develop a basic appreciation and knowledge of the way that design works in a particular industry, and of its potential impacts on industry and individual work practice.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 design in a given industry context	1.1. Investigate the ***nature***, ***history***, ***role and importance of design*** in the industry 1.2. Evaluate the roles played by designers and ***other contributors*** in the design process 1.3. Source information on the ***impacts of technology*** on design in the industry
2. Examine links between design and own work	2.1. Investigate ***impacts of design on own work*** 2.2. Consider ***role of individual workers*** across the industry in affecting future design directions
3. Keep up to date with industry design trends	3.1. Identify and access ***opportunities to maintain currency of knowledge*** about industry design trends 3.2. Evaluate how design trends affect the overall industry and the way it operates 3.3. Share information and pro-actively discuss emerging trends with work colleagues 3.4. Identify trends that will impact on own work and

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ELEMENT	PERFORMANCE CRITERIA
	seek opportunities to develop appropriate 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 discuss design in a particular industry context with others • research and literacy skills to source and interpret a wide range of information sources on design in a particular industry context • self-management and learning skills to take responsibility for identifying and accessing professional development opportunities.
Required knowledge
• consumer/end-user expectations • current and emerging technologies and their effects on design in the industry • current and past designers of influence in the industry • current trends in use of design in a given industry context • different definitions of design, and the differences and similarities between design and product development • major design trends in the industry • role of design 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	Evidence of the following is essential: • sourcing and interpreting a range of information sources on design and applying concepts to own work situation

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EVIDENCE GUIDE	
	• knowledge of design in a specific industry context, and its impact on individual work practice.
Context of and specific resources for assessment	Assessment must ensure: • access to sources of information on design in a specific industry 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 • oral or written questioning to assess knowledge of the nature, history, role and importance of design in a specific industry context.
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.	
Nature, ***history***, ***role and importance of design*** may relate to:	• changing nature of consumer expectations • design and the role it plays in overall industry development, both locally and overseas • design as competitive edge for individual organisations • historical development of design in the industry • important design influences in the industry • links between design and legislation (e.g. specific requirements such as emission controls for vehicles, safety features of buildings, solar protection for clothing)

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RANGE STATEMENT	
Other contributors may be those involved in:	• marketing • operations • product development • production
Impacts of technology may include:	• changes in work structures • changing staff demographics • different relationships with other industries (e.g. information technology) • different staff requirements • location changes to accommodate different technologies
Impacts of design on own work may include potential changes to:	• cost structures and resulting work practices • equipment • materials • own roles and responsibilities • procedures • skill requirements
Role of individual workers may relate to:	• adapting processes for greater efficiency • developing design ideas based on operational knowledge and experience • pro-actively making suggestions about new ways of doing things • providing feedback on design concepts
Opportunities to maintain currency of knowledge may include:	• attendance at seminars or other professional development opportunities • conferences • exhibitions and trade shows • formal training • industry associations or organisations • industry social functions • master classes • media (including internet) • reference manuals • unions or employer bodies

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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BSBDES305A Source and apply information on the history and theory of design

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to source information on design history and theory, and to apply that information to one's own area 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 design and need to develop and maintain a general knowledge of design history and theory. More complex research into design theory and design trends is covered by BSBDES602A Research global design trends and BSBDES701A Research and apply design theory.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 information on history and theory of design	1.1. Identify and access relevant ***sources of information*** on design history and theory 1.2. ***Organise research material*** and findings for current or future use in design practice, in a manner which facilitates easy access and cross-referencing
2. Apply information to own area of work	2.1. ***Evaluate information*** in the context of current design practice 2.2. Assess ways in which aspects of information on design history and theory could be used or adapted to inform current practice 2.3. Use relevant information in a culturally appropriate way to develop an understanding of own area of work
3. Update and maintain knowledge of design trends	3.1. Identify and use opportunities to update and expand knowledge of design trends and developments 3.2. Incorporate and integrate knowledge into design activities

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
The following skills must be assessed as part of this unit: • research and comprehension skills to source, understand and apply information on design history and theory • research skills to source readily available information on design history and theory.
Required knowledge
• copyright, moral rights, intellectual property issues and legislation as it relates to using information in own work • current trends in design • evolution of design • organisational information practices and their application • sources of information on design history and theory relevant to own design 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	Evidence of the following is essential: • knowledge of the history and theory of design and how this may be applied in design practice • application of research and evaluation skills.
Context of and specific resources for assessment	Assessment must ensure: • access to information sources on design history and theory.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples

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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 • evaluation of how history and theory have been integrated into a design project undertaken by the candidate • evaluation of a presentation made by the candidate about how design history or theory has influenced work • oral or written questioning to assess knowledge of design history, trends and theory.
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.	
Sources of information may include:	• cultural, historical, scientific texts • film, video, internet • images, objects • journal articles • oral histories • performances/presentations • philosophical texts • religious and spiritual texts • stories • technical or medium specific information
Information may relate to:	• aesthetics • criticism • cultural issues • gender and identity issues

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RANGE STATEMENT	
	• histories of art, craft and design • histories of performances/presentations and related skills • land and place • new technologies • politics • spiritual concerns • world histories
Organising research material may include:	• databases • diagrams, charts • digital storage systems • files, scrapbooks, diaries • mind maps • sketches
Evaluating information may include:	• comparing • considering merit • contrasting • critiquing • discussing and debating • reflecting

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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Co-requisite units		

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BSBDES401A Generate design solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to generate design solutions in response to a particular design need. 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 generate concepts and solutions in response to a design challenge in any industry context. The starting point may be an open or closed brief; a spontaneous idea; modification of an existing product, service, process or system; or a point in an ongoing design process. This unit builds on BSBDES201A Follow a design process, and places greater focus on research, concept generation and collaboration with others as key aspects of the design process.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 the design challenge	1.1. Determine and evaluate ***user*/*client needs*** 1.2. Clarify ***specifications*, *parameters and constraints*** of the design challenge in consultation with relevant stakeholders 1.3. Articulate the essence of the design challenge in an ***appropriate format***
2. Undertake research to inform the design solution	2.1. Source, evaluate and acknowledge ***information*** that may assist in responding to the design challenge 2.2. Consider ***historical*, *current and future perspectives and trends*** that might inform design solutions 2.3. Consider relevant ***social*, *economic*, *environmental*, *ethical and cultural issues*** that may impact on design solutions 2.4. Analyse, distil and collate information to inform the development of the design solution
3. Communicate and	3.1. Establish and develop working relationships with

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ELEMENT	PERFORMANCE CRITERIA
collaborate with others	***key stakeholders*** 3.2. Seek and integrate input and ideas from others during the design process 3.3. Inform key stakeholders about progress of the design and related implications 3.4. Negotiate and agree on any changed requirements or modifications
4. Generate ideas and responses to the design challenge	4.1. Reflect on and integrate ideas generated from research and consultation 4.2. Use a range of ***creative thinking techniques*** to generate different options and ideas 4.3. Apply relevant principles of ***functionality***, ***ergonomics***, ***aesthetics and sustainability*** to the development of different options
5. Select a design solution	5.1. Develop and use a range of ***criteria against which to evaluate different options and ideas*** 5.2. Select a preferred solution against agreed criteria and in consultation with relevant key stakeholders 5.3. Adjust and refine proposed design solution based on research, testing and reflection 5.4. Present proposed design solution with appropriate ***supporting documentation*** according to project requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to liaise, consult and negotiate with others on potentially complex issues • creative, critical thinking and problem-solving skills to generate a range of ideas and solutions to a particular design challenge • research skills to interpret and develop a wide range of visual and written information sources • planning and organisational skills to collate information, and to coordinate liaison and consultation with others during the design process.

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REQUIRED SKILLS AND KNOWLEDGE
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 context • features of the wider industry, economic, social and historical context in which design solutions are being generated • 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 generated - in terms of 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: • development of a design solution through research, reflection and the generation and refinement of ideas • effective collaboration with others in the design process • 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 sources of information on design in the relevant industry 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:

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EVIDENCE GUIDE	
	• 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 generated by the candidate against an original brief, set of criteria or guiding objectives • evaluation of the process used to reach a design solution in terms of research and ideas generation/refinement • 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: • BSBCRT301A Develop and extend critical and creative thinking skills.

Range Statement

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

User*/*client needs may be:	• expressed in a brief:
	  • diagrammatic
	  • verbal
	  • visual
	  • written
	• expressed in other documentation such as research papers or workplace plans
	• informally articulated
	• in need of further research

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RANGE STATEMENT	
Specifications**, **parameters and constraints may relate to:	• audience • budgeting and financing • cost of production • medium • purpose • technical issues • timeframes
Appropriate format may include:	• drawings or sketches - manual or computer aided design and drafting (CADD) • electronic presentation • verbal presentation • written notes with rationale or description
Information may include:	• codes of practice • contractual obligations • historical data • industry standards • legal requirements • specialist information • technological trends and developments
Historical**, **current and future perspectives and trends may relate to:	• industry context • materials • social or ethical issues • sustainability • technologies
Social**, **economic**, **ethical and cultural issues may include:	• availability of materials, tools or equipment • budgetary issues • community impact • cost of production • customer relationships • government policies • sponsorship opportunities • triple bottom line (people, planet, profit) • workforce relationships
Environmental issues may include:	• conservation of resources • energy efficiency • environmental consciousness/green design • recycling • use of renewable resources • waste/by products/emissions

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RANGE STATEMENT	
Key stakeholders may include:	• client • employer • end user • peers • supervisor • technical experts • work colleagues

Creative thinking techniques 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

Functionality, ***ergonomics***, ***aesthetics and sustainability*** may be related to:	• end use and users • production processes
Criteria against which to evaluate different options and ideas may relate to:	• access to resources - physical, human or financial • aesthetic appeal • consistency with original brief

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RANGE STATEMENT	
	• desired level of originality and innovation • ease of manufacture or further development • environmental sustainability • ethical issues • health and safety requirements • impact upon client and community • industry standards and practice • legal issues • level of risk • personal affinity with medium and materials • technological considerations
Supporting documentation may include:	• drawings or plans • illustrations • material samples • models • photographs • specifications for production

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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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	

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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

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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

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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

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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.	

Resources 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

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RANGE STATEMENT	
Implementation stage could be the point at which:	• marketing can commence • production can commence • production is confirmed • staff can be employed
Factors that impact on the selection and use of resources may relate to:	• environmental considerations • industry context • social or ethical issues • sustainability • technologies
Legislative or organisational requirements may relate to:	• commonwealth or state/territory legislation • licensing requirements • local regulations and standards • policies or procedures
Techniques and processes to test the design solution will depend on the nature of the design, and may include:	• colour tests • mock ups • models • practice pieces • samples • scenario testing • stress tests
Key stakeholders may include:	• client • employer • end user • peers • supervisor • technical experts • work colleagues
Identified needs and other considerations 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
Appropriate format may include:	• drawings or sketches - manual or computer aided design and drafting (CADD) • electronic presentation • verbal presentation • written notes with rationale or description

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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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.

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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 ***relevant information on the design***
	1.2. Discuss and agree on ***standards of work and monitoring requirements*** with ***appropriate stakeholders***
	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 ***resources*** 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

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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

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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.

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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.	
Relevant information on the design may include:	• artwork • brief • checklists • financial data • models • production data • prototypes • specifications • technical data

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RANGE STATEMENT	
	• visual diagrams • working drawings
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 • community • others on whom the design will impact, for example technical or production personnel • others working on the design realisation 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 include:	• electronic updates • inspections • project meetings • telephone discussions

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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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		

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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 ***formal and informal research strategies*** to source ***information on global design trends*** 1.2. Identify and explore ***new and alternative sources*** 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 ***critical analysis*** 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 ***substantiated positions and ideas*** in

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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.

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Evidence 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.

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Range Statement

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

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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
Substantiated positions and ideas 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		

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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		

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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 ***individual differences*** in ***colleagues***, clients and customers 1.2. Respond to differences sensitively 1.3. Ensure behaviour is consistent with ***legislative requirements*** and ***enterprise guidelines*** 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.

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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

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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.	
Individual differences may include:	• ability • age • belief systems/values • culture • expertise/experience/working styles • gender • interests • interpersonal style • language

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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		

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Co-requisite units		

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BSBDIV601A Develop and implement diversity policy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research diversity, draft policy, plan for implementation, and implement diversity policy. 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 covers the cycle of policy development with a specific focus on diversity and its importance to organisational activity. The policy takes a whole of organisation approach and sees diversity as an asset to the organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 diversity	1.1. Analyse existing practices and ***information*** in relation to ***diversity*** 1.2. Identify potential benefits of diversity and analyse in relation to ***business objectives*** 1.3. Consult ***key stakeholders*** about their requirements for a diversity policy 1.4. Access diversity policies from similar organisations and review for relevance to own organisation
2. Draft policy and plan for implementation	2.1. Draft ***diversity policy*** 2.2. Develop ***action plans*** for policy 2.3. Consult key stakeholders for feedback on draft policy and action plans 2.4. Determine relationships and links with other related policies 2.5. Revise policy for implementation
3. Implement diversity policy	3.1. Explain and interpret policy to key stakeholders 3.2. Promote policy across the organisation through a range of ***communication channels*** 3.3. Identify intended and unintended impacts of policy implementation 3.4. Develop tools, benchmarks and other indicators for planning and measuring impact of policy

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ELEMENT	PERFORMANCE CRITERIA
	implementation 3.5. Monitor business activities, team plans and staff performance to ensure diversity policy is effectively implemented
4. Review diversity policy	4.1. Gather and analyse information about diversity, the policy and its implementation 4.2. Consult key stakeholders to provide feedback on the policy 4.3. Develop and approve recommendations for changes to the policy 4.4. Refine policy

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
- high level research and analytical skills to review business needs and to determine how diversity approaches apply
- interpersonal skills to consult and negotiate with people at all levels, and to present ideas for change and foster support for them
- planning and organising skills to implement and monitor diversity policy.

Required knowledge

- business operations including:
  - familiarity with structure, roles and responsibilities
  - business plans and strategic direction
  - issues that can be linked to diversity
- diversity within the community and business environment:
  - cultures
  - beliefs
  - traditions and practices
- equal opportunity theory
- productive diversity - contemporary theory about diversity and its potential contribution to business advantage

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REQUIRED SKILLS AND KNOWLEDGE

• legislation, codes of practice and national standards, for example:
  • Commonwealth Human Rights and Equal Opportunity Act
  • Commonwealth Racial Discrimination Act/s
  • Commonwealth Sex Discrimination Act
  • Commonwealth Disability Discrimination Act
  • relevant state/territory 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: • development of a comprehensive diversity policy with details of an implementation strategy and how it will be monitored and reviewed OR • critical analysis of an existing diversity policy with an evaluation of its effectiveness and recommendations for improvement • knowledge of relevant legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documents and 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: • assessment of written reports evaluating the effectiveness of diversity policies and their implementation • 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 action plans to support diversity policy

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EVIDENCE GUIDE	
	implementation • review of documentation promoting the policy across the organisation • evaluation of recommendations for policy changes.
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 BSB60407 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.	
Information may include:	• complaints and grievances e.g. sexual harassment, racial discrimination • customer analysis and feedback • equal opportunity targets • recruitment patterns • stakeholder opinions • statistical data
Diversity includes differences in:	• age • belief systems and values • culture • expertise, experience and working styles • gender • interests • interpersonal style • language, literacy and numeracy • physical differences • politics • race • religion

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RANGE STATEMENT	
	• sexual orientation • thinking and learning styles
Business objectives may include:	• business goals and plans • future directions statements • vision or mission statements
Key stakeholders may include:	• customers and clients • heads of business units • managers and supervisors • organisation executives • staff working in a range of job roles and functions
Diversity policy may include:	• benefits of recognising diversity • human resources practices • key diversity issues for the organisation • organisational vision and purpose about diversity • policies the organisation will commit to • proposed action • reasonable adjustments
Action plans may include:	• financial plans • promotional strategies • resource requirements • risk management issues and strategies • sales and distribution projections • specific actions, initiatives and tasks to be undertaken • staffing/responsibility requirements and arrangements • time lines
Communication channels may include:	• face-to-face meetings • inclusion in training events • internet and intranet • posters, leaflets and fliers • presentations and speeches

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Diversity

Co-requisite units

Co-requisite units		

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BSBEBU401A Review and maintain a website

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake data analysis, review website content and update and maintain a 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	This unit applies to individuals who have knowledge of the relationship between web-sites and the core functions of an organisation. They also have working knowledge and skills of performing basic updates to web site content. They may provide administrative support within an organisation or be other individuals who have been delegated this responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Review website content and use	1.1. Monitor and analyse customer and user feedback in accordance with organisational timelines 1.2. Analyse automatically collected website data and identify trends 1.3. Make recommendations on changes to the website and its content in response to ***feedback and data analysis*** and approve changes scheduled for implementation 1.4. Review cost implications of the recommended changes to determine their viability
2. Update website	2.1. Replace superseded and inaccurate information with current information and add additional material in accordance with organisational requirements 2.2. Follow protocols for ensuring the accuracy and authenticity of information 2.3. Remove services no longer available or required and add new ones in accordance with organisational requirements 2.4. Check ***off-line information*** against that posted on the website and rectify discrepancies in accordance with organisational timelines 2.5. Follow ***security procedures*** for updating the website
3. Carry out non	3.1. Analyse user feedback to confirm that faults have

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ELEMENT	PERFORMANCE CRITERIA
technical site maintenance	resulted from the site and are not user problems 3.2. Rectify faults and make improvements to the site in response to user feedback approved by the organisation 3.3. Add new web pages and/or active links and remove redundant pages and links in accordance with organisational requirements 3.4. Make site changes in response to changes in marketing strategy in accordance with organisational requirements and consideration of cost benefits

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 policies and procedures, provide recommendations to others and to draft text in a logical sequence and structure appropriate for an online format
- numeracy skills for basic statistical analysis of website usage data
- communication skills for consultation with users and customers.

Required knowledge

- identification and overview knowledge of 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
- basic principles of website design and maintenance
- online security issues.

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Evidence 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: • website and its content continues to meet the requirements of the business after maintenance changes • identification and resolution of faults, errors and/or complaints with website.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and networked computers • documentation relating to analysis and strategies/policies for implementation.
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 in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • marketing units • other information and communications technology units.

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Range Statement

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

Feedback and data analysis may include:	• feedback in relation to content, ease of navigations and appropriateness/usefulness of content
	• statistical data in relation to usage, including;
	  • hits
	  • page views
	  • visits

Offline information may include:	• information available in other forms, such as; • brochures • databases • knowledge management systems • news letters • records systems
Security procedures may include:	• access protocols • password protected areas

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

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Co-requisite units

Co-requisite units		

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BSBEBU501A Investigate and design e business solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate e business models and strategies, and to incorporate the results of these evaluations into the design of an e business solution. 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 skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the evaluation, selection and implementation of new strategies for business, which incorporate e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 e business opportunities	1.1. Undertake a competitive analysis to determine the likely impact ***new capabilities*** will have on industry sectors and competitors 1.2. Complete and assess ***value chain analysis*** to identify ***processes and relationships*** that may benefit from the adoption of e-business solutions 1.3. Identify ***threats and opportunities*** to e-business implementation and evaluate potential ***contributions to the business*** 1.4. Conduct resource analysis to identify cost and revenue implications in developing opportunities 1.5. Identify and evaluate legal and ethical issues relating to e-business opportunities
2. Evaluate e business models	2.1. Identify and analyse ***business-to-business***, ***business-to-consumer***, intra-organisational e-business applications and ***e-business models*** 2.2. Rank compatible e-business models in terms of their strengths and weaknesses, considering resourcing, technical and security requirements of each 2.3. Assess cost implications of implementation of e-business models

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Determine an e-business model most appropriate in relation to business plan
3. Design an e business	3.1. Formulate purpose, objectives and values for the e-business 3.2. Identify target market, and value chain structure in accordance with chosen e-business model 3.3. Identify and obtain ***technical needs and expertise*** required to implement e-business model 3.4. Investigate and develop plan to address culture change issues to manage transition to an e-business
4. Implement an e business strategy	4.1. Develop ***policies and guidelines*** to support customers, supply chain and staff to ensure successful implementation 4.2. Monitor performance of business goals and adjust policies and procedures to respond to changing needs of customers, staff and supply chain 4.3. Review e-business systems and models, seeking feedback from users and personnel responsible for e-business implementation 4.4. Incorporate evaluation results and feedback to improve future e-business strategies

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 assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as:
  - anti-discrimination legislation

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REQUIRED SKILLS AND KNOWLEDGE
• ethical principles • codes of practice • privacy laws • copyright • occupational health and safety • organisational policies and procedures relating to the systems, products and/or service being worked with.

Evidence 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: • evaluation of e-business opportunities involving new business models and not simply electronic versions of existing businesses • rationale and supporting evidence for choice of e-business solution • 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 networked computers • documentation relating to analysis and strategies/policies for implementation.
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

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EVIDENCE GUIDE	
	• demonstration of techniques in a workplace or simulated environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBEBU502AImplement e-business solutions • 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.	
New capabilities may include:	• 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments • online purchasing • online sales systems • supply chain

Value chain analysis may include:	• an analysis of a series of primary activities, such as:
	  • inbound logistics
	  • marketing and sales
	  • operations
	  • outbound logistics
	  • service support
	• and their support activities, such as:
	  • business infrastructure

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RANGE STATEMENT	
	• human resources management • procurement • technological development
Processes and relationships may include:	• customer service • delivery of core services • delivery of government services • delivery of products • development of new products, services and markets • organisational structures • trading communities
Threats and opportunities may include:	• business to government (B2G) opportunities where e-business is conducted between an enterprise and the government • business-to-business (B2B) opportunities where e-business is conducted between companies • business-to-consumer (B2C) opportunities where e-business is conducted between an enterprise and a customer • competition legislation • disintermediation threats/opportunities where the role of 'middlemen' or other middle supply chain elements is reduced or made redundant as newer more efficient supply chain technologies are implemented • infrastructure requirements: disaster recovery, failsafe systems • internal business opportunities that improve productivity utilising e-business development • re-intermediation opportunities, where e-business creates new value between producers and consumers • risk management: payments, fraud etc.

Contributions to the business may include:	• effect on:
	  • customer satisfaction ratings
	  • growth
	  • market share
	  • profitability
	  • return on investment
	  • sales

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RANGE STATEMENT	
	• staff morale i.e. using efficient technologies to enhance workplace • staff productivity and professional development
Business-to-business may include:	• involves e-business between organisations • may be B2G (business to government)
Business-to-consumer may include:	• involves e-business between an enterprise and a customer
E-business models may include:	• aggregator models • collaboration partners • competitor cooperation model • e-auction • e-government • e-mall • e-office • e-procurement • e-shop/e-tailing • information brokers • micro-payments business model • multilevel marketing • portal • tender services • third party marketplaces • trust services • value chain integrators • value chain service providers • virtual community • web rings
Technical needs and expertise may include:	• advice on existing business strategy and base business versus growth business • advice on staffing arrangements • advice on technology issues/compatibility • banking information for electronic funds transfer • contact person • feedback loops • new protocols relating to legal or security issues for e-business • open and international standards e.g. EAN.UCC or UN/EDIFACT

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RANGE STATEMENT	
	• personal identification and password for online access to business processes e.g. purchasing or supply
Policies and guidelines may include:	• business ethics • confidentiality • electronic communication • fraud prevention and detection • human resources management • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation • outsourcing • performance management • privacy • risk management • security

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

Co-requisite units

Co-requisite units		

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BSBEBU502A Implement e business solutions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement e business solutions, including establishing the initial requirements and developing systems for implementation, and to support ongoing monitoring and review. 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 skills and knowledge in a specialist business area, as well as knowledge of software and other technologies. They apply these skills and knowledge in the implementation of e business solutions. They may be managers responsible for overseeing these tasks as well as technical or other knowledge experts.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 up e business solution	1.1. Identify ***organisational requirements*** in consultation with relevant personnel 1.2. Evaluate security issues and rank these issues for acceptable risk 1.3. Evaluate the costs and technology requirements associated with ***e-business solution*** in relation to organisational requirements 1.4. Confirm technology and standards required for implementation with relevant personnel 1.5. Prepare budget for implementation of solution
2. Implement e business solution	2.1. Delegate responsibility for solution in accordance with organisational policy, procedures and structures 2.2. Develop procedures for the solution in accordance with organisational and ***other business requirements*** 2.3. Provide training for implementation of solution in accordance with organisational requirements 2.4. Develop ***security procedures and protocols*** in accordance with organisational requirements 2.5. Maintain records relating to solution in accordance with legal, ethical and accounting requirements

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ELEMENT	PERFORMANCE CRITERIA
3. Monitor and review e business solution	3.1. Monitor outcomes and processes in accordance with implementation strategy and established performance monitoring and reporting requirements 3.2. Use business data and reports to compare plans, budgets, time lines and forecasts to actual performance 3.3. Obtain feedback from users and personnel responsible for implementation, and make recommendations to improve future e-business strategies

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 assess information and apply to identified business needs
- communication skills to collaborate with technical experts and other staff
- literacy skills to identify and interpret market and product information.

Required knowledge

- features of a range of software and hardware systems
- 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
  - copyright
  - occupational health and safety
- organisational policies and procedures relating to the systems, products and/or service being worked with.

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Evidence 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 processes and procedures for implementation of an e-business solution • development of monitoring strategy • 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 networked computers • documentation relating to policies, procedures and training developed.
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 in a workplace or simulated environment..
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBEBU501A Investigate and design e-business solutions • other information and communications technology units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• authentication • building security • confidentiality • cost • encryption technology • firewalls • fraud control • gatekeeper software • privacy • recognised internet service provider (ISP) with secure platform • secure web server and browser with secure sockets layer (SSL) • third party verification of credit card information
Security issues may include:	• business ethics • confidentiality • fraud prevention and detection • information management • intellectual property • legal issues e.g. jurisdiction, contract validity, taxation • privacy • risk management • security
E-business solutions may include:	• 24-hour operation • automated marketing efforts • communication • distribution channel • global reach • online customer service • online inventory • online payments

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RANGE STATEMENT	
	• online purchasing • online sales systems • supply channel
Other business requirements may include:	• accounting • ethical • legal • policies, procedures and guidelines developed in other operational areas specific to the system being implemented
Security procedures and protocols may include:	• authentication confirmation of identity • establishing and/or monitoring the credit worthiness of clients • processes for monitoring expiry of credit cards • processes for preventing fraudulent use of credit cards • processes for minimising bad debts through online payments

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - E Business

Co-requisite units

Co-requisite units		

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BSBFIA301A Maintain financial records

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain financial records for a business. It includes maintaining daily financial records such as reconciling debtors' and creditors' systems, preparing and maintaining a general ledger, and preparing a trial balance. It also includes activities associated with monitoring cash control for accounting purposes. 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 financial records to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 daily financial records	1.1. Correctly maintain daily financial records and in accordance with ***organisational requirements*** for accounting purposes 1.2. Identify and rectify or refer ***discrepancies*** or errors in ***documentation*** or transactions to ***designated persons*** in accordance with organisational requirements 1.3. Accurately credit and debit transactions and promptly enter into ***journals*** in accordance with organisational requirements
2. Maintain general ledger	2.1. Maintain general ledger in accordance with organisational requirements 2.2. Post ***transactions*** into general ledger in accordance with organisational reporting requirements 2.3. ***Reconcile systems for accounts payable and receivable*** with general ledger 2.4. Accurately prepare trial balance from general ledger in accordance with organisational requirements
3. Monitor cash control	3.1. Ensure cash flow is accurately accounted for in accordance with organisational requirements 3.2. Make and receive ***payments*** in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational requirements 3.3. Collect or follow-up outstanding accounts within designated time lines 3.4. Check payment documentation for accuracy of information and despatch to creditors within ***designated time line***

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; to read and understand the organisation's accounting procedures; and to edit and proofread documents to ensure conformity and consistency of information • communication skills to clarify information and to refer errors or discrepancies to appropriate people • numeracy skills to read and interpret financial data and to prepare cash analysis sheets • problem-solving skills 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)
• organisational policies and procedures relating to maintaining financial records
• definition of credits/creditors and debits/debtors
• principles of double entry bookkeeping and accrual accounting
• methods of presenting financial data.

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Evidence 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 responding to discrepancies and errors • transferring and recording financial data accurately • reconciling expenditures and revenue • knowledge of organisational policies and procedures relating to maintaining financial records.
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 source documents relating to financial record keeping.
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 identification and rectification or referral of discrepancies or errors in documentation or transactions • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of financial record keeping • examples of financial documentation.
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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational requirements may include:	• designated time lines • guidelines for reconciling journals • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for totalling adjusted journals • quality assurance and/or procedures manuals • resolution procedures • security procedures
Discrepancies may relate to:	• bank charges • dishonoured cheques • errors in transposing between source documents and journals • interest
Documentation may include:	• purchase credit notes • purchase invoices • sales credit notes • sales invoices
Designated persons may include:	• bank • line management • organisation's authorisations department • statutory body • supervisor
Journals may include:	• cash payments • cash receipts • purchases and purchase returns • sales and sales returns
Transactions may include:	• commencing business entries • correction of posting errors • interest expense

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RANGE STATEMENT	
	• interest receivable • non-cash transactions (e.g. writing-off depreciation, stock losses) • purchase of a fixed asset on credit • sale of a fixed asset on credit • withdrawal of stock/assets by owner • write-off a bad debt
Reconciling systems for accounts payable and receivable may include:	• checking accuracy of creditor account balances (e.g. cash payments journal, purchases journal, purchases returns journal, general journal) • checking accuracy of debtor account balances (e.g. cash receipts journal, sales return journal, general journal) • checking cash payments and receipt journals against bank statement • checking the total of the creditor's schedule equals the balance of the creditor's control account • checking the total of the debtor's schedule equals the balance of the debtor's control account
Payments may include:	• cash • cheque • credit card • direct debit
Designated time lines may include:	• by month end • monthly • within agreed period • within organisational deadline

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units		

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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		

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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 ***calculating depreciation*** 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 ***expense accounts*** and ***revenue accounts*** for ***prepayments and accruals*** 2.3. Record ***bad and doubtful debts*** in accordance with organisational policy, procedures and accounting requirements 2.4. Adjust ledger accounts for ***inventories***, if required, and transfer to ***final accounts***
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

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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

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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 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

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EVIDENCE GUIDE	
	ofaccounting 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.	
Calculating depreciation may include:	• reducing balance method • straight-line method
Expense accounts may include:	• distribution expenses • electricity • freight inward and outward • insurance • interest paid • rates • rent paid • telephone and fax • wages and salaries
Revenue accounts may include:	• commission received • interest received • rent received
Prepayments and accruals may include:	• accrued expenses • accrued revenue • prepaid expenses • prepaid revenue
Bad and doubtful debts may include:	• calculating provision for doubtful debts • writing off bad debts against provision for doubtful debts

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RANGE STATEMENT	
Inventories may include:	• goods for resale • stationery and other office supplies
Final accounts may include:	• profit and loss • trading
Revenue statement comprises:	• cost of goods sold if applicable • gross profit • operating net profit • unclassified adjusted expenses and revenue
Reporting period may include:	• as determined in organisational procedures • financial year
Balance sheet 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		

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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		

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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 ***financial data*** to ensure consistency, quality and accuracy in accordance with ***organisational requirements*** 1.2. Use ***conversion and consolidation procedures*** 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 ***discrepancies***, 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 ***statutory requirements*** 2.2. Calculate liabilities for tax in accordance with current legislation and ***revenue gathering practices*** 2.3. Correctly identify relevant receipts, ***revenue documentation*** and payments 2.4. Ensure that statements and claims take full advantage of ***available benefits and allowances*** in accordance with statutory requirements 2.5. Submit statutory requirement reports to appropriate authorities within ***stated deadlines***

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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

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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.

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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

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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

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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	

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Co-requisite units		

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BSBFIM501A Manage budgets and financial plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake financial management within a work team in an organisation. This includes planning and implementing financial management approaches, supporting team members whose role involves aspects of financial operations, monitoring and controlling finances, and reviewing and evaluating effectiveness of financial management processes in line with the financial objectives of the work team and 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	This unit addresses the requirement for managers to ensure that financial resources are used effectively. This is done by ensuring access to budget/s and ongoing monitoring expenditure against the budget/s. The unit applies to managers working in small and large business environments and not for profit organisations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 financial management approaches	1.1. Access ***budget/financial plans*** for the work team 1.2. Clarify budget/financial plans with ***relevant personnel*** within the organisation to ensure that documented outcomes are achievable, accurate and comprehensible 1.3. Negotiate any changes required to be made to budget/financial plans with relevant personnel within the organisation 1.4. Prepare ***contingency plans*** in the event that initial plans need to be varied
2. Implement financial management approaches	2.1. Disseminate relevant details of the agreed budget/financial plans to team members 2.2. Provide ***support*** to ensure that team members can competently perform ***required roles*** associated with the management of finances 2.3. Determine and access ***resources and systems*** to manage financial management processes within the

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ELEMENT	PERFORMANCE CRITERIA
	work team
3. Monitor and control finances	3.1. Implement ***processes*** to monitor actual expenditure and to control costs across the work team 3.2. Monitor expenditure and costs on an agreed cyclical basis to identify cost variations and expenditure overruns 3.3. Implement, monitor and modify contingency plans as required to maintain financial objectives 3.4. ***Report*** on budget and expenditure in accordance with organisational protocols
4. Review and evaluate financial management processes	4.1. Collect and collate for analysis, ***data and information on the effectiveness of financial management processes*** within the work team 4.2. Analyse data and information on the effectiveness of financial management processes within the work team and identify, document and recommend any improvements to existing processes 4.3. Implement and monitor agreed improvements in line with financial objectives of the work team and the organisation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- numeracy skills to read and understand a budget and to update a budget
- technology skills to use software associated with financial record keeping.

Required knowledge

- basic accounting principles
- organisational requirements related to financial management
- relevant legislation and current requirements of the Australian Taxation Office, including GST
- requirements for organisational record keeping and auditing
- principles and techniques involved in:
  - budgeting

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REQUIRED SKILLS AND KNOWLEDGE
• cash flows • electronic spreadsheets • GST • ledgers and financial statements • profit and loss statements.

Evidence 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: • financial skills required to work with and interpret budgets, ageing summaries, cash flow, petty cash, GST, and profit and loss statements • knowledge of the record keeping requirements for the ATO and for auditing purposes.
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 indicating broad knowledge of managing budgets and managing financial resources in the organisation • demonstration of techniques using financial record keeping software • 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 requirements for organisational record keeping and auditing

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EVIDENCE GUIDE	
	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reportingon budget and expenditure • review of documentation identifying and recommending improvements to financial management 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 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.	
Budget/financial plans may include:	• cash flow projections • long-term budgets/plans • operational plans • short-term budgets/plans • spreadsheet-based financial projections • targets or key performance indicators for production, productivity, wastage, sales, income and expenditure
Relevant personnel may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
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

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RANGE STATEMENT	
	• 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
Support may include:	• access to specialist advice • documentation of procedures • help desk or identified experts within the organisation • information briefings or sessions • intranet-based information • training including mentoring, coaching and shadowing
Required roles may include:	• arranging for use of corporate credit cards • banking • debt collection • ensuring security, accuracy and currency of financial operations • invoicing clients, customers and consumers • maintaining journals, ledgers and other record keeping systems • maintaining petty cash system • purchasing and procurement • wages and salaries payments and record keeping
Resources and systems may include:	• hardware and software • human, physical or financial resources • record keeping systems (electronic and paper-based) • specialist advice or support

Processes to monitor actual expenditure and to control costs across the work team include:	• reporting of:
	  • assets
	  • consumables

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RANGE STATEMENT	
	• equipment • expenditure • income • stock • wastage
Reporting may include data from:	• bank statements • credit card statements • financial reports • invoices and receipts • ledgers and journals • logs • petty cash records • spreadsheet-based records
Data and information on the effectiveness of financial management processes may include records (paper-based and electronic) related to:	• bank account records • cash flow data • contracts • credit card receipts • employee timesheets • files of paid purchase and service invoices • income and expenditure • insurance reports • invoices • job costings • petty cash receipts • quotations • taxation records • wages/salaries books

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

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Co-requisite units

Co-requisite units		

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BSBFIM601A Manage finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake budgeting, financial forecasting and reporting requirements, and to allocate and manage resources to achieve the required outputs for the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity. 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 have managerial responsibilities which include overseeing the management of financial and other resources across a business unit, a series of business units or teams, or an organisation. It covers all areas of broad financial management. In a larger organisation this work would be supported by specialists in financial management.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 financial management	1.1. Review and analyse previous ***financial data*** to establish areas which have generated a profit or loss 1.2. Undertake research to review reasons for previous profit and loss 1.3. Review business plan to establish critical dates and initiatives that will require or generate resources in next financial cycle 1.4. Analyse cash flow trends 1.5. Review statutory requirements for compliance and liabilities for tax 1.6. Review existing software and its suitability for financial management
2. Establish budgets and allocate funds	2.1. Use previous financial data to determine allocations for resources 2.2. Make informed estimates of new items for inclusion

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ELEMENT	PERFORMANCE CRITERIA
	in budget 2.3. Prepare budgets in accordance with ***organisational requirements*** and ***statutory requirements***
3. Implement budgets	3.1. Circulate budgets and ensure managers and supervisors are clear about budgets, reporting requirements and financial delegations 3.2. Manage risks by checking there are no opportunities for misappropriation of funds and that systems are in place to properly record all financial transactions 3.3. Review profit and loss statements, cash flows and ageing summaries 3.4. Revise budgets, as required, to deal with contingencies 3.5. Maintain audit trails to ensure accurate tracking and to identify ***discrepancies*** between agreed and actual allocations 3.6. Ensure compliance with due diligence
4. Report on finances	4.1. Ensure structure and ***format*** of reports are clear and conform to organisational and statutory requirements 4.2. Identify and prioritise significant ***issues*** in statements, including comparative financial performances for review and decision making 4.3. Prepare ***recommendations*** to ensure financial viability of the organisation 4.4. Evaluate the effectiveness of financial management processes

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 budgets and reporting requirements, and to deal with questions • mathematical skills to read and interpret budgets • technology skills to work with financial software.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• financial probity
• principles of accounting and financial systems
• relevant Australian, international and local legislation and conventions, such as:
  • bilateral or regional trade agreements
  • International Commercial Terms (INCOTERMS)
  • Trade Practices Act
  • Warsaw Convention
  • World Trade Organization determinations
• requirements of the Australian Tax Office, including Goods and Services Tax, Company Tax, PAYG.

Evidence 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 budgets which align with the business plan, use previous financial data and meet all compliance requirements • analysis of the effectiveness of existing financial management approaches • knowledge of the requirements of the Australian Tax Office.
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 on financial systems and financial management • direct questioning combined with review of portfolios of evidence and third party workplace

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of budgets prepared • oral or written questioning to assess knowledge of legislative requirements or the tax system • evaluation of documentation reviewing profit and loss statements, cash flows and ageing summaries • analysis of maintenance of audit trails • review of recommendations prepared to ensure the financial viability of the organisation.
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 BSB60407 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.	
Financial data may include:	• budgets, forecasts and variations • cash flow/profit reports • 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 • occupational health and safety policies, procedures and programs • price and exchange parameters • quality assurance and/or procedures manuals

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RANGE STATEMENT	
	• recording and filing systems • reporting requirements • standard financial analysis techniques
Statutory requirements may include:	• delegated authorities • internal control procedures • limits on volumes and types of financial transactions • reporting of duty, excise and other overseas government charges • reporting periods • taxation and payment timings
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
Format may include:	• audits • balance sheets • cash flow statements • electronic forms • financial year reports • operating statements • spreadsheets • statutory forms
Issues may include:	• cost structures • internal controls • losses and returns • profitability • statutory obligations • suppliers and markets
Recommendations may refer to:	• cash flow • changes in business activity including markets, goods or services traded • consolidation • expenses and overheads • labour costs including decisions to move production to other locations or sites

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RANGE STATEMENT	
	• loss • profit • write-offs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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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		

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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 ***job descriptions*** which accurately reflect the role requirements in accordance with organisational procedures and ***legislation***, ***codes and national standards*** and ***occupational health and safety*** (***OHS***) ***considerations*** 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. ***Advertise*** vacancies for ***staffing requirements*** in accordance with organisational policies and procedures 2.2. Consult with relevant personnel to convene selection panel and to develop interview questions

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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

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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 off 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

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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.	
Job descriptions 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
Legislation, ***codes and national standards*** 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

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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		

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BSBHRM503A Manage performance management systems

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to design, implement and oversee performance management systems.

It includes ongoing performance feedback strategies as well as formal performance feedback meetings. Specific intervention associated with underperformance and/or misconduct is also included.

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, implement and oversee performance management systems.

It includes ongoing performance feedback strategies as well as formal performance feedback meetings. Specific intervention associated with underperformance and/or misconduct is also included.

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 with a well established, sound theoretical knowledge base in human resources management and performance management who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team.

They may or may not have staff who report to them but they are authorised to ensure the establishment of an effective performance management system for the organisation.

This unit applies to individuals with a well established, sound theoretical knowledge base in human resources management and performance management who are proficient in using a range of specialised technical and managerial techniques to plan, carry out and evaluate their own work and/or the work of a team.

They may or may not have staff who report to them but they are authorised to ensure the establishment of an effective performance management system for the organisation.

Licensing/Regulatory Information

Refer to Unit Descriptor

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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 Develop performance management systems	1.1 Analyse strategic and operational plans to identify relevant policies and objectives for **performance management** system
	1.2 Design methods and processes for line managers to develop **key performance indicators** for positions reporting to them
	1.3 Develop organisational timeframes and processes for formal performance management sessions
	1.4 Ensure systems developed are flexible enough to cover the range of **employment situations** within the organisation
	1.5 Consult with key stakeholders about the system and agree on its features
	1.6 Gain support for the implementation of the

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		performance management system
2	Implement performance management systems	2.1 Train relevant groups and individuals to monitor performance and to identify **performance gaps**
		2.2 Ensure that line managers are monitoring performance regularly and that **intervention** occurs to acknowledge poor performance and excellent performance
		2.3 Work with line managers, where necessary, to assist them to address poor performance in accordance with organisational policies and legal requirements
		2.4 Support line managers to counsel and discipline employees who continue to perform below standard
		2.5 Provide support to **terminate** employees who fail to respond to interventions, in accordance with organisational protocols and legislative requirements
		2.6 Recognise excellence in accordance with organisational policy
		2.7 Ensure documented outcomes of performance management sessions are accessible and are stored in accordance with organisational policy
3	Coordinate formal feedback processes	3.1 Develop performance feedback plans by relevant managers/team leaders and lodge them with human resources staff
		3.2 Provide training and assistance to managers/team leaders participating in the feedback process
		3.3 Agree on and sign, plans for performance improvement and **individual learning and development**
		3.4 Establish processes to deal with any problems or grievances which arise from the performance feedback
		3.5 Make available specialist advice on **career development** to participants in the process

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4 Coordinate individual/group learning development plans	4.1 Contract **appropriate providers** for performance development, as identified by the plans, in accordance with organisational policies
	4.2 Design learning and development plans to contribute to the development of a **learning organisation**
	4.3 Deliver learning and development plans according to agreed timeframes and ensure they deliver **specified outcomes**
	4.4 Monitor learning and development activities to ensure compliance with **quality assurance standards**
	4.5 Negotiate **remedial action** with providers where necessary
	4.6 Generate reports to advise appropriate managers on progress and success rates of activities
	4.7 Regularly evaluate and improve all aspects of the performance management system, in keeping with organisational objectives and policies

Required Skills and Knowledge

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

Required skills

analytical skills to ensure system is practical and gathers necessary information

conflict management skills to deal with grievances, disputes or disagreements that may arise

leadership skills to obtain support and endorsement of the performance management system across the organisation

training, coaching, mentoring and facilitation skills to ensure managers are competent to deliver the systems.

Required knowledge

equal employment opportunity, diversity and anti-discrimination policies and legislation

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grievance procedures

models for giving feedback and options for skill development

options in the design of performance management systems

role of performance management in relation to broader human resources and business objectives.

Evidence Guide

The evidence guide provides advice on assessment 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 evidence of how a range of performance management systems work and their relative strengths and weaknesses demonstrated understanding of how a performance development system aligns with human resources strategy ability to design, gather support for, and implement an effective performance management system knowledge of equal employment opportunity, diversity and anti-discrimination policies and 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: assessment of written reports on performance management and performance development systems direct questioning combined with review of

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	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate observation of demonstrated techniques in performance management observation of presentations review of plans for performance improvement and individual learning and development review of reports generated to advise appropriate managers on progress and success rates of activities oral or written questioning to assess knowledge of models for giving feedback and options for skill development.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBHRM507A Manage separation or termination other units from the Diploma of Business (Human Resource 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.

Performance management includes:	a 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
Key performance indicators include:	those measures developed to gauge

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	performance outcomes against targets
Employment situations may include:	casual and contract work full-time work marketing/sales office/clerical part-time work physical labour processing production technical/scientific tele-working warehousing/transport
Performance gaps may include situations where outcomes are less then those stated in the strategic objectives, such as:	costs above budget disruptive conflict external interference failure to meet strategic and/or operational objectives lost time disputes low/high turnover of labour productivity below budget quality/occupational health and safety/environmental failure work bans/go slow
Intervention may include:	coaching counselling discipline giving praise recognition of good performance
Termination means:	cessation of the contract of employment between an employer and an employee, at the initiative of the employer within relevant industrial agreements
Individual learning and development may include:	enhancement of knowledge

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	mentoring personal development project work skills training visits
Career development means:	plan of learning development and experiences to prepare a person for more rewarding positions
Appropriate providers include:	consultants external providers internal providers trainers
Learning organisation means:	organisation that displays the capacity to continually adapt to changes in its business environment
Specified outcomes means:	achievement of performance targets
Quality assurance standards means:	pre-determined statements relating to specifications on how a product or service is presented to the user
Remedial action means:	action designed to rectify a particular problem or aspect of performance

Unit Sector(s)

empty

empt

Competency field

Workforce Development - Human Resource Management

Workforce Development - Human Resource Management

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BSBHRM506A Manage recruitment selection and induction processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage all aspects of the recruitment selection and induction processes in accordance with organisational policies 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 human resources managers or human resources personnel who take responsibility for managing all aspects of selecting new staff and orientating those staff to their new positions. It is not assumed that the manager will be directly involved in the selection processes themselves, although this may well be the case. In small organisations this role may belong to someone who is not a dedicated human resources professional; the unit however will still be applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 recruitment, selection and induction policies and procedures	1.1. Analyse strategic and operational plans and policies to identify relevant policies and objectives 1.2. Develop ***recruitment***, ***selection and induction policies and procedures*** and supporting documents 1.3. Review options for technology to improve the efficiency and effectiveness of the recruitment and selection process 1.4. Obtain support for policies and procedures from senior managers 1.5. Trial forms and documents that support policies and procedures and make necessary adjustments 1.6. Communicate policies and procedures to relevant staff and provide training if required
2. Recruit and select staff	2.1. Determine future human resources needs in collaboration with ***relevant managers and sections*** 2.2. Ensure current position descriptors and person specifications for vacancies are used by managers

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ELEMENT	PERFORMANCE CRITERIA
	and others involved in the recruitment, selection and induction processes 2.3. Provide access to training and other forms of support to all persons involved in the recruitment and selection process 2.4. Ensure that ***advertising*** of vacant positions complies with organisational policy and legal requirements 2.5. Utilise ***specialists*** where necessary 2.6. Ensure that ***selection procedures*** are in accordance with organisational policy and legal requirements 2.7. Ensure that processes for advising applicants of selection outcome are followed 2.8. Ensure that job offers and contracts of employment are executed promptly and that new appointments are provided with advice about salary, terms and conditions
3. Manage staff induction	3.1. Provide access to training and ongoing support for all persons engaged in staff induction 3.2. Check that induction processes are followed across the organisation 3.3. Oversee the management of probationary employees and provide them with feedback until their employment is confirmed or terminated 3.4. Obtain feedback from participants and relevant managers on the extent to which the induction process is meeting its objectives 3.5. Make refinements to induction policies 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 liaise across the organisation and to ensure that policies and procedures are well supported • leadership skills to engage others and to ensure that good processes are followed and supported

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REQUIRED SKILLS AND KNOWLEDGE
• literacy skills to document clear policies and procedures and to develop proformas to support recruitment, selection and induction.
Required knowledge
• concept of outsourcing • diversity, equal employment opportunity and anti-discrimination principles and associated legislation • employee contracts • industrial relations • recruitment and selection methods, including assessment centres • relevant legislation on equal opportunity, industrial relations and anti-discrimination • relevant terms and conditions of employment • understanding of psychometric and skills testing programs • workplace relations regulations, workplace relations legislation and other relevant 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: • development of a policy and procedures framework for recruitment, selection and induction OR critical analysis of an existing policy and procedures framework for recruitment, selection and induction • 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: • assessment of written reports on recruitment,

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EVIDENCE GUIDE	
	selection and induction processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of training and other forms of support provided to all persons involved in the recruitment and selection process • evaluation of trialling of forms and documents that support policies and procedures • review of documentation outlining feedback obtained from participants and relevant managers on the extent to which the induction process is meeting its objectives • oral or written questioning to assess knowledge of relevant legislation and 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 form the Diploma of Human Resource 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.	
Recruitment, selection and induction policies and procedures may address:	• application processing • competency profiling • documentation and use of standard forms • equal opportunity, anti-discrimination and diversity principles • interviewing methodologies • job analysis • job classifications, assessment centres • job description

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RANGE STATEMENT	
	• job evaluation • privacy and confidentiality • probationary periods • psychometric assessment • recruitment advertising • reference checks • selection panels and their composition • the application of commercial software packages to improve efficiency in recruitment and selection processes • training for new staff • use of external agencies
Relevant managers and sections includes:	• those who have a role in the recruitment selection or induction processes
Advertising may occur through:	• internal channels • internet • newspapers • radio • recruitment agencies or specialists • television
Specialists may include:	• recruitment agencies • remuneration specialists • staff who run security checks • vocational psychologists
Selection procedures may include:	• aptitude test or IQ tests • behaviour in leaderless groups • demonstration of techniques or technical skills • interviews, including structured interviews, behavioural interviews or other interviewing methodologies • peer assessments • personality testing • psychometric testing • referee reports • use of an assessment centre • work samples

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Human Resource Management

Co-requisite units

Co-requisite units		

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BSBHRM602A Manage human resources strategic planning

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to develop, implement and maintain a strategic approach to the management of human resources in an organisation.

The unit is critical for any human resources manager and should be undertaken after a firm grounding has been established across a range of human resources activities.

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 develop, implement and maintain a strategic approach to the management of human resources in an organisation.

The unit is critical for any human resources manager and should be undertaken after a firm grounding has been established across a range of human resources activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to human resources managers or policy and planning staff who have specific responsibility for ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives.

In most instances this role will be undertaken by someone from a large organisation and will support an established strategic and/or business plan.

This unit applies to human resources managers or policy and planning staff who have specific responsibility for ensuring that the organisation has the structure and staff to meet current and foreseeable business and performance objectives.

In most instances this role will be undertaken by someone from a large organisation and will support an established strategic and/or business plan.

Licensing/Regulatory Information

Refer to Unit Descriptor

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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 Research planning requirements	1.1 Analyse strategic plans to determine human resources strategic direction, objectives and targets
	1.2 Undertake additional environmental analysis to identify **emerging practices and trends** which may impact on human resources management in the organisation
	1.3 Identify **future labour needs** and skill requirements and **options for sourcing labour supply**
	1.4 Consider new technology and its impact on job roles and job design
	1.5 Review recent and potential changes to industrial/legal requirements
2 Develop human resources	2.1 Consult relevant managers about their human

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	strategic plan	resources preferences
		2.2 Agree on human resources philosophies, values and policies with relevant managers
		2.3 Develop **strategic objectives and targets for human resources** services
		2.4 Examine **options for the provision of human resources services** and analyse costs and benefits
		2.5 Identify appropriate technology and systems to support agreed human resources programs and practices
		2.6 Write strategic **human resources plan** and obtain senior management support for the plan
		2.7 Develop risk management plans to support the strategic human resources plan
3	Implement human resources strategic plan	3.1 Work with others to see that the plan in implemented
		3.2 Monitor and review the plan
		3.3 Adapt plan should circumstances change
		3.4 Evaluate and review performance against plan objectives

Required Skills and Knowledge

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

Required skills

literacy skills to read relevant documentation and to write plans

numeracy skills to undertake cost benefit analysis of available options

planning and organisational skills to develop and implement plans

research skills to ensure necessary information is gathered prior to writing plans.

Required knowledge

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human resources practices and functions

labour market

requirements of a strategic plan.

Evidence Guide

The evidence guide provides advice on assessment 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 strategic human resources plan which includes relevant research and data and which demonstrates a clear alignment with broader business objectives methods for the implementation and review of the plan knowledge of the requirements of a strategic plan.
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 on strategic human resources issues and human resources planning direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate evaluation of strategic objectives and targets for human resources services

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	review of human resources plan and risk management plans oral or written questioning to assess knowledge of human resources practices and functions.
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

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

Emerging practices and trends might include:	changes in consumer patterns or community expectations economic trends labour market trends new products or services new technologies political or legislative changes qualification or educational changes
Future labour needs refers to:	number, type, competency and quality of labour required to achieve organisation's strategic objectives
Options for sourcing labour supply refers to:	various ways in which labour can be brought to the job or accessed: employing a range of recruitment options hiring causal labour hiring new graduates or trainees

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	outsourcing
	using contractors or consultants
Strategic objectives and targets for human resources may refer to:	equal employment opportunity and diversity
	human resources information systems
	induction
	industrial relations
	job analysis and design
	occupational health and safety
	performance management
	professional development
	recruitment and selection
	remuneration
	staff retention and succession planning
Options for the provision of human resources services may include:	external provision by a consultant or contractor/s
	having the work performed elsewhere (outsourcing)
	internal human resources provision of the service/s
	internal non-human resources provision of the service/s
	merging of business units
Human resources plan includes:	priorities
	objectives
	timeframes

Unit Sector(s)

empty

empt

Competency field

Workforce Development - Human Resource Management

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Workforce Development - Human Resource Management

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BSBINM201A Process and maintain workplace information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, process, store and maintain workplace information and systems. It also includes the maintenance of filing and records 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 perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of information and information systems in a defined context, under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 information	1.1. Collect ***information*** in a timely manner and ensure that it is relevant to organisational needs 1.2. Use ***business equipment/technology*** available in the work area to effectively obtain information 1.3. Apply ***organisational requirements*** relating to security and confidentiality in handling information
2. Process workplace information	2.1. Use business equipment/technology to process information in accordance with organisational requirements 2.2. Process information in accordance with defined timeframes, guidelines and procedures 2.3. Update, modify and file information in accordance with organisational requirements 2.4. Collate and despatch information in accordance with specified timeframes and organisational requirements
3. Maintain information systems	3.1. Maintain information and filing systems in accordance with organisational requirements 3.2. Identify, ***remove*** and/or ***relocate inactive or dead files*** in accordance with organisational requirements 3.3. Establish and assemble new files in accordance with organisational requirements 3.4. Update reference and index systems in accordance with organisational requirements

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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 organisation's recordkeeping and information systems(including classification systems), to follow sequenced written instructions and to comprehend/interpret nature of record content • numeracy skills to sequence and index files • planning skills to organise work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate to maintaining workplace information.
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
• organisational policies and procedures relating to collecting and processing workplace information
• organisational recordkeeping/filing systems and security procedures
• organisation's business and structure
• range of filing systems including paper-based and software-based.

Evidence 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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • applying organisational policies and procedures for collecting and processing workplace information • accuracy in recording and documenting information • correctly storing, classifying and maintaining documents and records.
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 information 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 • review of maintenance of information and filing systems • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of the management of information in the workplace.
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 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

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RANGE STATEMENT	
regional contexts) may also be included.	
Information may include:	• computer databases (library catalogue, customer records) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • forms (insurance forms, membership forms) • invoices (from suppliers, to debtors) • minutes of meetings • personnel records (personal details, salary rates) • sales records (monthly forecasts, targets achieved)
Business equipment/technology may include:	• answering machine • binder • computer • fax machine • filing systems (manual/computerised/electronic) • photocopier • printer • telephone
Organisational requirements may include:	• despatching and collecting procedures • legal and organisational policies, guidelines and requirements • OHS policies, procedures and programs • procedures for deciding which records should be captured and filed • procedures for updating records • security procedures
Removing inactive or dead files may include:	• compressing computer files prior to archiving • periodically archiving or deleting files • transferring files at regular intervals or routinely checking for dead or inactive files • transferring records from the active filing system to secondary storage
Relocating inactive or dead files may include:	• electronic (email, internet access, diskette, tape, CD-ROM) • microfilm • photographic material

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RANGE STATEMENT	
	• printed material

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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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		

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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

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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.

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Evidence 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.

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Range Statement

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

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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

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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BSBINM302A Utilise a knowledge management system

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to access and use a knowledge management system, to input into a knowledge management system, and to contribute to monitoring, reviewing and improving a knowledge management system and 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	This unit applies to individuals who apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate theoretical knowledge of knowledge management to assist in increasing productivity, to improve quality or to recognise the benefits to the organisation through the improved use of knowledge. For the purpose of this unit, knowledge management is defined as the whole range of strategies, methods, activities and techniques used formally and informally by individuals and the organisation (as formalised in a knowledge management system) to identify, collect, organise, store, retrieve, analyse, share and apply knowledge to the work of the organisation.

Licensing/Regulatory Information

Not applicable.

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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 use knowledge management system	1.1. Access ***knowledge management system*** to assist with specific tasks, in line with system ***procedures*** 1.2. Administer system, in line with procedures
2. Input to knowledge management system	2.1. Gather, analyse and prepare ***inputs*** for contribution to the system, in line with procedures 2.2. Check inputs for clarity, accuracy, currency and relevance 2.3. Make inputs to system, in line with procedures 2.4. Analyse requirements of the system and ensure suggestions for improvements are provided to ***relevant personnel***
3. Review and improve work practices	3.1. Provide feedback about the clarity, accuracy, currency and relevance of the system's output to

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel 3.2. Document learning resulting from the use of the system 3.3. Improve work practices as a result of learning from the use of the system

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
  • ethical principles
  • codes of practice
  • privacy laws
  • occupational health and safety (OHS)
• organisational policies and procedures for knowledge management
• other relevant organisational policies and procedures, for example:
  • commercial confidentiality.
  • customer service
  • information management
• records management.

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Evidence 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: • making contributions to knowledge management system • records of outcomes resulting from the use of the system • knowledge of organisational policies and procedures for knowledge management.
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 • access to system (within privacy and confidentiality provisions).
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 documentation outlining learning resulting from the use of the system • 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: • general administration units • other information management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Knowledge management system may include:	• planned and implemented system • policies • procedures and practices to manage knowledge within the organisation and among relevant stakeholders • protocols

Procedures may include:	• accessible operating instructions
	• accessible user manuals
	• criteria established for selecting and filtering input to the system
	• related policies and procedures covering:
	  • consultation, participation, communication, and written and verbal reporting
	  • documentation
	  • data collection, storage and retrieval
	  • privacy and confidentiality
	  • quality
	  • staff, professional development, training, and coaching and mentoring
	  • work organisation
	• templates for the collection of input to the system

Inputs may be:	• electronic • paper-based • verbal
Relevant personnel may include:	• managers, leaders, supervisors and coordinators • owners • staff, team members and colleagues

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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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		

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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 ***relevant personnel*** and ***stakeholders*** for input into, and use of, ***an information or knowledge management system*** 1.2. Identify and secure human, financial and physical resources required for ***learning activities*** 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 ***policies and procedures for the information or knowledge management system*** are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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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.

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Evidence 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

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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)

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RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
Policies and procedures for the information or knowledge management system 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
Performance measures 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

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Co-requisite units

Co-requisite units		

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BSBINM601A Manage knowledge and information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain information processing systems to support decision making, and to optimise the use of knowledge and learning throughout 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	This unit applies to people working in management roles who have responsibility for ensuring that critical knowledge and information are readily available to review the organisation's performance and to ensure its effective functioning. Knowledge and information can include business performance data, customer feedback, statistical data and financial data.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Obtain information relevant to business issues	1.1. Review staff and customer feedback and business performance data 1.2. Identify, define and analyse business problems and issues 1.3. Identify information required to reach a decision on problems/issues 1.4. Source and gather reliable information 1.5. Test information for reliability and validity, and reject where contradictory or ambiguous 1.6. Utilise formal and informal networks to access corporate knowledge/memory not held in formal systems and review appropriately
2. Analyse information and knowledge	2.1. Ensure objectives for analyses are clear, relevant and consistent with the decisions required 2.2. Identify patterns and emerging trends correctly and interpret as to cause and effect 2.3. Utilise ***statistical analyses*** and interpretation where appropriate 2.4. Undertake ***sensitivity analysis*** on any proposed options 2.5. Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Adjust ***management information systems*/*decision support systems*** to meet information processing objectives
3. Take decisions on business issues identified	3.1. Ensure sufficient valid and reliable information/evidence is available to support a decision 3.2. Utilise ***risk management*** plans to determine acceptable courses of action 3.3. Utilise appropriate ***quantitative methods*** to assist decision making 3.4. Consult specialists and other ***relevant groups and individuals*** 3.5. Ensure decisions taken are within the delegation/accountability of the group/individual responsible 3.6. Make decisions in accordance with organisational guidelines and procedures 3.7. Ensure decisions taken are consistent with organisational objectives, values and standards 3.8. Ensure decisions are taken in a timely manner
4. Disseminate information to the organisation	4.1. Ensure advice/information needs are documented and are specific to location, format and time line requirements 4.2. Document information and update databases regularly 4.3. Design and test systems to meet information requirements of decision makers 4.4. Ensure information is up-to-date, accurate, relevant and sufficient for the recipient 4.5. Develop ***communication plans*** and disseminate information 4.6. Adhere to confidentiality/privacy policies in the transmission/release of information/advice 4.7. Review and update communication plans regularly 4.8. Utilise ***technology*** which provides optimum efficiency and quality 4.9. Maintain ***corporate knowledge*** and ensure security

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify improvement opportunities in relation to the services/products delivered internally or concepts/ideas in area of expertise • communication and consultation skills to ensure all relevant groups and individuals are advised of what is occurring and are provided with an opportunity for input • quantitative and qualitative research skills to locate and review relevant data and information • technology skills to consider various software and hardware options for storing and accessing data and information.
Required knowledge
• new technologies and their suitability to knowledge and information management • risk 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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • documentation which tracks a particular problem/issue through information gathering and analysis, decision making and taking, and dissemination to relevant groups and individuals • development and utilisation of relevant information storage and retrieval systems, as well as accessing informal knowledge and information from informal networks within the organisation • knowledge of new technologies and their suitability to knowledge and information management.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources

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EVIDENCE GUIDE	
	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 on knowledge management and information management • 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 information management systems • review of documentation identifying, defining and analysing business problems and issues • evaluation of communication plans • evaluation of the transmission/release of information/advice in terms of adhering to confidentiality/privacy policies.
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.	
Statistical analyses may include:	• correlation calculations • long-term trend analyses • probability assessment • regulation analyses • short to medium-term trend analyses
Sensitivity analyses means:	• applying 'what if' scenarios to available

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RANGE STATEMENT	
	options
Management information systems means:	• formal systems for collecting, storing and synthesising information to be used in management decision making
Decision support systems are:	• management information systems which include some form of computer-based assistance to decision making (expert systems)
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood or consequences of the negative event if it occurs
Quantitative methods may include:	• dynamic programming • linear programming • queuing theory • simulation • transportation methodology
Relevant groups and individuals means:	• those personnel who have knowledge about the issue being dealt with and the expertise to assist the decision making process
Research may include:	• focus groups • group interviews • individual interviews • surveys
Communication plans means:	• structured program for the dissemination of information and the receipt of feedback information from individuals relevant to the process or activity
Technology may include:	• audio-visual media • internet • intranet • print media • radio • telephone • television
Corporate knowledge may include:	• copyright • intellectual property • technology

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBINN301A Promote innovation in a team environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to be an effective and pro active member of an innovative team. 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 individuals who play a pro active role in demonstrating, encouraging or supporting innovation in a team environment. The individual may be a team participant or a team leader. The team may 'make itself' or be constructed by others. It may have core members and members who participate at certain times or for particular purposes. It may be permanent or temporary, or come together at different times to work on specific projects. The team could consist of a team of contractors/freelancers, permanent staff, clients and service providers, or any combination of these groups. It may operate within an organisation or across several organisations - or simply across a group of individuals. The key focus of the unit is on what makes for an innovative team, what keeps it working well, how the structure of work can make a difference and what skills and knowledge are needed to maximise opportunities for innovation. Where a greater focus on team leadership is required this unit should be combined with units such as BSBLED401A Develop teams and individuals.

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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 opportunities to maximise innovation within the team	1.1. Evaluate and reflect on ***what the team needs and wants to achieve*** 1.2. Check out ***information about current or potential team members' work*** in the context of developing a more innovative team 1.3. Bring people into the team or make suggestions for team members based on what needs to be achieved and the potential for cross-fertilising ideas 1.4. Acknowledge, respect and discuss the ***different ways that different people may contribute*** to building or

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ELEMENT	PERFORMANCE CRITERIA
	enhancing the team
2. Organise and agree effective ways of working	2.1. Jointly establish ***ground rules*** for how the team will operate 2.2. Agree and communicate responsibilities in ways that encourage and reinforce ***team-based innovation*** 2.3. Agree and share tasks and activities to ensure the best use of skills and abilities within the team 2.4. Plan and schedule activities to allow time for thinking, challenging and collaboration 2.5. Establish personal reward and stimulation as an integral part of the team's way of working
3. Support and guide colleagues	3.1. Model ***behaviour that supports innovation*** 3.2. Seek ***external stimuli and ideas*** to feed into team activities 3.3. Pro-actively share information, knowledge and experiences with other team members 3.4. Challenge and test ideas within the team in a positive and collaborative way 3.5. Pro-actively discuss and explore ideas with other team members on an ongoing basis
4. Reflect on how the team is working	4.1. De-brief and reflect on activities and on opportunities for improvement and innovation 4.2. Gather and use feedback from within and outside the team to generate discussion and debate 4.3. Discuss the ***challenges of being innovative*** in a constructive and open way 4.4. Take ideas for improvement, build them into future activities and communicate key issues to relevant colleagues 4.5. Identify, promote and celebrate successes and examples of successful innovation

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

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REQUIRED SKILLS AND KNOWLEDGE
• communication skills to work collaboratively as part of a team, to provide guidance and support to others, and to participate in open and constructive discussions • creative thinking skills to generate, explore, test and challenge ideas • learning skills to stretch boundaries of own knowledge and skills • literacy skills to analyse a wide range of information from varied sources • planning and organisational skills to participate in the effective allocation of work in a team context • problem-solving skills to work constructively to overcome issues and challenges of both a practical and conceptual nature and to make ideas become realities • self-management skills to take a pro-active team role and to reflect on own performance in modelling and encouraging behaviour that supports innovation.
Required knowledge
• barriers to innovation that can occur within a team and broader barriers that sometimes hinder innovation • broad concepts of innovation including what innovation is, different types of innovation and the benefits of innovation • characteristics of teams that are more likely to be innovative and characteristics of broader environments that support and encourage innovation • different roles that people may play within a team, how this impacts on the way a team works and what it might achieve • group dynamics in a team.

Evidence 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: • active participation in a team where the team takes a pro-active and considered approach to innovation and innovative practice • collaborative and open communication within the team • knowledge and understanding of the internal and external factors that contribute to a team becoming

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EVIDENCE GUIDE	
	and remaining innovative.
Context of and specific resources for assessment	Assessment must ensure: • demonstration of skills as part of a team.
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 • direct observation of team interactions • evaluation of reports by the candidate or the team (could be oral or written) discussing the ideas, challenges and opportunities associated with teams, and how they can be more innovative • evaluation of feedback from other people in the team about the candidate's communication approaches and abilities • oral or written questioning to assess knowledge of the characteristics of innovative teams, innovation concepts more broadly and they ways in which innovation can be encouraged • review of jointly established 'groundrules' for how the team will operate.
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.	
What the team needs and wants to achieve may relate to:	• addressing particular customer feedback • conceiving and implementing a particular

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RANGE STATEMENT	
	project • developing new services or products • generating ongoing ideas within the work unit • improving budgetary performance • improving or changing work conditions • new ideas that impact beyond the workplace (e.g. that have a broader social or community impact)
Information about current or potential team members' work may relate to:	• interests • lifestyle preferences • past jobs • technical strengths • work preferences • working styles
Different ways that different people may contribute may relate to individual strengths around:	• creating positive energy within the team • fundamental literacy strengths (e.g. particularly strong in visual literacy, written or spoken communication) • generating ideas • networks or spheres of influence • particular ways of thinking • powers of persuasion • problem-solving capacities • specific technical skills or knowledge
Ground rules may relate to:	• boundaries or lack of boundaries for team activities and ideas • confidentiality • copyright, moral rights or intellectual property • regularity of communication • key roles and responsibilities • time lines • ways of communicating
Team-based innovation may be encouraged through:	• accessing training and learning opportunities • enough but not too much guidance and structure • equitable sharing of workload • follow-through with ideas • supportive communication
Behaviour that supports innovation may include being:	• collaborative • equitable

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RANGE STATEMENT	
	• fair • fun • hardworking • reflective • responsible • sympathetic
External stimuli and ideas might be from:	• Australia or overseas • colleagues outside of the team • family and friends • internet • journals • networks or technical experts • other organisations
Challenges of being innovative may relate to:	• budgetary or other resource constraints • competing priorities • organisational culture • problems with breaking old patterns of behaviour or thinking • time pressures

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

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Co-requisite units		

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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.

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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 ***impact*** of ***systems*** in the overall context of innovation 1.2. Explore and gain clarity around ***system objectives***, particularly in relation to innovation 1.3. Analyse current organisational systems to identify ***gaps or barriers*** to innovation 1.4. Research and analyse current and emerging information about systems in ***other organisations and contexts*** 1.5. Evaluate the ***resources and other commitment*** required to foster innovation 1.6. Identify ***key stakeholders*** who can play a role in conceptualising or supporting new system ideas
2. Generate system	2.1. Create system concepts that will foster innovation

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ELEMENT	PERFORMANCE CRITERIA
concepts and options	using ***individual and group techniques*** 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 ***ongoing testing***, ***exploration and challenge*** 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 ***specialised assistance*** 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

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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:

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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

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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

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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

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RANGE STATEMENT	
	threats (SWOT) analysis • value analysis • visual imagining • other creative thinking strategies.
Ongoing testing, ***exploration and challenge*** may include:	• comparing • contrasting • gaining input from those who do not support the concept • playing 'devil's advocate' • seeking objective internal or external review.
Specialised assistance 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		

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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		

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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 ***leadership and management activities*** 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 ***risks*** 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 ***working conditions*** that reflect and encourage innovative practice 2.2. Introduce and maintain ***workplace procedures*** that foster innovation and allow for rigorous ***evaluation of innovative ideas*** 2.3. Facilitate and participate in ***collaborative work arrangements*** to foster innovation

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in ***ways that maximise opportunities for innovation***
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate ***ways of celebrating and promoting innovation*** 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 ***impact of the physical environment*** 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 ***formal and informal learning opportunities*** 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

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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

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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.	
Leadership and management activities may include:	• people management practices • planning processes

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RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforseen 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

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RANGE STATEMENT	
promoting innovation 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
Impact of the physical environment 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 dÃ©cor • use of creative messages or images in the workplace • workspace design and dÃ©cor • workstation arrangements and opportunities for interaction
Formal and informal learning opportunities 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

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Co-requisite units

Co-requisite units		

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BSBINN601A Manage organisational change

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to determine strategic change requirements and opportunities, and to develop, implement and evaluate change management strategies.

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 determine strategic change requirements and opportunities, and to develop, implement and evaluate change management strategies.

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 with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area.

The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge..

This unit applies to managers with responsibilities that extend across the organisation or across significant parts of a large organisation. They may have a dedicated role in human resources management, human resources development, or work in a strategic policy or planning area.

The unit takes a structured approach to change management and applies to people with considerable work experience and organisational knowledge..

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

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This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is 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 Identify change requirements/ opportunities	1.1 Identify **strategic change needs** through an analysis of strategic plans
	1.2 Review existing policies and practices against strategic objectives to identify change requirements
	1.3 Monitor trends in the **external environment** to identify events or trends which impact on the achievement of organisation's objectives
	1.4 Identify **major operational change requirements** due to performance gaps, business opportunities or threats, or management decisions
	1.5 Review and prioritise change requirements/opportunities with **relevant managers**
	1.6 Consult specialists and experts to assist in the identification of major change requirements/opportunities
2 Develop change management strategy	2.1 Undertake cost benefit analysis for high priority change requirements/opportunities

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	2.2 Undertake **risk analysis,** identify **barriers to change,** and agree and document **mitigation strategies**
	2.3 Develop **change management project plan**
	2.4 Obtain **approvals** from relevant authorities to confirm the change management process
	2.5 Assign **resources** to the project and agree reporting protocols with relevant managers
3 Implement change management strategy	3.1 Develop communication/education plans in consultation with relevant groups and individuals
	3.2 Develop communication/education plan to promote the benefits of the change to the organisation and to minimise loss
	3.3 Arrange activities to deliver the communication/education plans to all relevant groups and individuals
	3.4 Consult with relevant groups and individuals for input to the change process
	3.5 Identify and respond to barriers to the change in accordance with risk management plans
	3.6 Action **interventions and activities** set out in project plan in accordance with project timetable
	3.7 Activate strategies for embedding the change
	3.8 Conduct regular evaluation and review, and modify project plan where appropriate to achieve change program objectives

Required Skills and Knowledge

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

Required skills

innovation skills to think laterally and to develop creative means to enable people to accept

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change positively

high level interpersonal and leadership skills to obtain acceptance of change processes and to inspire trust

planning and organising skills to sequence events and to enable staff to be clear in times of change or turbulence.

Required knowledge

change management process/cycle

organisational behaviour.

Evidence Guide

The evidence guide provides advice on assessment 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: documentation of a change process that details the rationale for the change and its objectives; the process of implementing the change and a critical evaluation of how the change process was managed techniques for responding to resistance to change knowledge of change management process/cycle.
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

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	assessment of written reports on change management 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 responding to resistance to change review of change management project plan and communication/education plans review of documentation outlining consultation with relevant groups and individuals for input to the change process oral or written questioning to assess knowledge of organisational behaviour.
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.

Strategic change needs refers to:	actions arising from strategic planning activities to bring about major change in the organisation (they may relate to people, processes, technology or structure)
External environment may refer to factors that are:	consumer driven ecological economic ethical legal

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	political
	social
	technological
Major operational change requirements means:	changes which need to be made to the organisation to maintain or improve performance and/or competitive position
Relevant managers refers to:	managers who:
	are affected by the change
	are participating in the change project
	hold a leadership position in the organisation
Risk analysis 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
Barriers to change may include:	challenges to group norms/established roles
	existing organisational culture
	existing reward systems
	fear of loss of status, security, power, friends
	interdepartmental rivalry/conflict
	lack of involvement in the change
	low morale
	vested interests
Mitigation strategies means:	strategies put in place or action taken to reduce or eliminate risk identified
Change management project plan includes:	budget
	methodology for change program
	objectives/outcomes
	timetable
Approvals refers to:	formal approval from the manager/s who have responsibility for the area/s of the organisation affected by the change project
Resources may include:	contractors
	employees/managers

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	external/internal consultants
	financial/budget approval
	hardware/software
	physical assets
Interventions and activities may include:	action research
	career planning
	inter-group team building
	job redesign
	sensitivity training
	succession planning
	surveys (with feedback)
	team building
	termination or redeployment
	training
	transition analysis

Unit Sector(s)

empty

empt

Competency field

Creativity and Innovation - Innovation

Creativity and Innovation - Innovation

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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		

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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 ***ergonomic***, ***work organisation***, energy and resource ***conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational*** and task ***requirements*** for document layout and design
2. Produce documents	2.1. ***Format*** document using appropriate ***software functions*** 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 ***screen display options and controls*** 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, ***checked***, adjusted and ***printed*** in accordance with organisational and task requirements 3.2. Ensure document is prepared within ***designated time lines*** and organisational requirements 3.3. ***Name and store document*** in accordance with organisational requirements and exit application

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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.

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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.	
Ergonomic requirements may include:	• avoiding radiation from computer screens • chair height, seat and back adjustment • document holder • footrest • keyboard and mouse position

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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

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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

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RANGE STATEMENT	
Designated time lines 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
Naming and storing 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 • 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		

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Co-requisite units		

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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		

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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 ***ergonomic***, ***work organisation*** and occupational health and safety (OHS) ***requirements*** 1.2. Use energy and resource ***conservation techniques*** to minimise wastage in accordance with organisational and statutory requirements 1.3. Identify ***spreadsheet task requirements*** and clarify with relevant personnel as required
2. Create simple spreadsheets	2.1. Ensure ***data*** is entered, ***checked*** and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2. ***Format*** spreadsheet using ***software functions***, to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3. Ensure ***formulae*** 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 ***chart type*** and design that enables valid representation of numerical data and meets

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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 ***features***
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

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
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
Spreadsheet task requirements may include:	• data entry • output • presentation • storage
Data may include:	• numbers • text
Checking 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
Formatting may include:	• alignment on page • efficiency of formulae • enhancements to format - borders, patterns and

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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

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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		

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BSBITU203A Communicate electronically

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to send, receive and manage electronic mail (email), as well as to collaborate online using chat rooms, intranets and instant messaging. 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 to communicate with co workers, customers or others. The individual will use a limited range of practical skills and fundamental knowledge in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Implement procedures to send and receive electronic mail	1.1. Log in to ***software*** for sending and receiving email in accordance with ***organisational requirements*** 1.2. ***Check outgoing email for accuracy*** and ensure any required ***attachments*** are prepared, in accordance with organisational and service provider requirements 1.3. Identify urgent, confidential, personal, ***suspicious or potentially dangerous email*** and take appropriate actions 1.4. ***Deal with returned email*** in accordance with organisational policies and procedures
2. Manage electronic mail	2.1. Set security levels and/or filters for incoming email in accordance with organisational requirements 2.2. Create and maintain individual mailboxes in accordance with organisational requirements 2.3. ***Store email*** and/or attachments in accordance with organisational requirements 2.4. Empty inboxes and archive or permanently delete in accordance with organisational requirements 2.5. Prepare and maintain electronic ***mailing lists*** in accordance with organisational requirements
3. Collaborate online	3.1. Identify software to be used in collaboration 3.2. Ensure ***online collaboration*** is undertaken in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational policy, procedures and ***net etiquette*** (netiquette) 3.3. Respond to posts or communications in accordance with agreed parameters, organisational requirements and netiquette

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 • literacy skills to identify work requirements; to understand and process basic, relevant workplace information; and to draft simple correspondence • problem-solving skills to solve routine technology problems.
Required knowledge

• different methods of electronic communication
• 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.

Evidence 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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • sending and receiving email for a range of purposes • attaching and removing documents to email • using software applications to collaborate online • 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 • access to software applications likely to be 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 • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of electronic communication methods and tools • review of attachments prepared for email • review of electronic mailing lists • evaluation of postings and responses to online discussions.
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

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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.	

Software may include:	• mobile or wireless software applications:
	  • personal digital assistants (PDA)
	  • mobile phones
	  • text messaging (SMS/TXT)
	  • multimedia messaging (MMS)
	  • internet relay chat (IRC)
	• personal computer-based software applications:
	  • email applications
	  • web-based email services
	  • chat applications
	  • internet discussion groups/boards/chat rooms
	  • intranet discussion groups/boards/chat rooms

Organisational requirements may include:	• carbon copies or blind carbon copies • concise, relevant subject line • electronic signature • form of address • formality/informality of language, tone and structure • including original message in the reply • length of emails (i.e. short and to the point) • net ethics • net etiquette(netiquette) • requesting read receipt • sender's name and address
Checking outgoing email for accuracy may include checking:	• clarity of intended meaning • completeness • content • grammar • punctuation • recipient's address • spelling • structure
Attachments may include:	• PDFs

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RANGE STATEMENT	
	• pictures • spreadsheets • word processed documents • any electronic file
Suspicious or potentially dangerous email may include:	• attachments • email where sender is unknown, and subject line is enticing and/or personal (e.g. urging the receiver to open immediately) • particular file extensions • spam (unsolicited commercial email or junk email) • unsolicited email containing viruses
Dealing with returned email may include:	• checking email address • checking size of attachment/s • re-sending • sending message by other means e.g. facsimile, post • telephoning addressee
Storing email may include:	• email application software • paper-based filing system • specialised recordkeeping, spreadsheet or database software
Mailing lists may include:	• database or spreadsheet records • electronic address books • word processing tables or data files
Online collaboration may include:	• chat rooms • email communications • instant messaging • intranet
Net etiquette may include:	• accepted (not mandated) rules for being a good net citizen (netizen) • adjust to the style and tone of discussion groups • be forgiving of other's mistakes • do not abuse your power • if you would not do it in real life do not do it in cyberspace • keep flames under control (flaming is making personal attacks on others) • look good online (spelling, grammar, and have

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RANGE STATEMENT	
	something worth saying) • protocols for discussion groups • remember you are dealing with real people not computers • respect copyright • respect other people's privacy • respect other's time and bandwidth • share expert knowledge

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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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		

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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 ***database application***, ***basic design principles***, ***software functions*** and ***simple formulae*** 1.2. Develop a table with fields and attributes according to database usage, as well as ***data*** 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. ***Check and amend data*** entered, in accordance with organisational and task requirements
2. Create reports and queries	2.1. Determine information output, database tables to be used and ***report layout*** 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 ***designated time lines*** and organisational requirements for speed and accuracy 3.2. Use manuals, user documentation and online help to overcome problems with database design and

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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

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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.

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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

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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

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Co-requisite units

Co-requisite units		

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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.

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Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is 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**

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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

keyboarding 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.

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Evidence Guide

The evidence guide provides advice on assessment 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.

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Range Statement

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

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	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

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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

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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

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BSBITU303A Design and produce text documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop predominantly text based documents using advanced features of word processing 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 possess fundamental skills in computer operations and keyboarding, and basic skills in the operation of word processing software. They may work as individuals who provide administrative support within an enterprise, or may be technical/knowledge experts responsible for production of their own word processed documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 word processed documents	1.1. Use safe work practices to ensure ***ergonomic***, ***work organisation***, ***energy and resource conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational*** and task ***requirements*** for text-based business documents to ensure consistency of style and image
2. Design word processed documents	2.1. ***Design*** document ***structure and layout*** to suit purpose, audience and information requirements of the task 2.2. Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout 2.3. Use style sheets and ***automatic functions*** to ensure ***consistency of design and layout***
3. Add tables and other data	3.1. Insert a standard table into a document, changing cells to meet information requirements 3.2. Insert and delete columns and rows as necessary 3.3. Insert images and other ***data*** to meet required

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ELEMENT	PERFORMANCE CRITERIA
	specifications
4. Produce text documents	4.1. Use ***advanced software functions*** to enable efficient production of documents 4.2. Enter or import, and edit text and other data to meet required specifications 4.3. Preview, adjust and ***print*** documents in accordance with organisational and task requirements 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
- 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 to produce a range of documents
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- organisational style guide
- purposes, uses and functions of word processing software.

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Evidence 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 document design principles • knowledge of organisation's style guide • production of a minimum of three text documents using advanced software 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 text 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: • 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 • oral or written questioning to assess knowledge of word processing software functions • review of text documents.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBWRT301AWrite simple documents • general administration units • other IT use units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation requirements 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
Documents may include:	• brochures • calendars • faxes • flyers • forms • mail merge documents, including labels • memos • multi-page letters • promotional material • reports • schedules • tables
Organisational requirements may include:	• company colour scheme • company logo

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RANGE STATEMENT	
	• 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
Design may include:	• balance • diversity • relative positioning of graphics and headings • 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
Automatic functions may include:	• auto correct • auto date • auto format • auto text • default settings • headers and footers • page numbering • styles • table headings
Consistency of design and layout may include:	• annotated references • borders • bullet/number lists • captions • consistency with other business documents

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RANGE STATEMENT	
	• footnotes/endnotes • indentations • page numbers • spacings • typeface styles and point size
Data may include:	• clip art • data from other software applications • digital photographs • files • graphics • quotes • references • scanned photographs and logos • tables, graphs and charts
Advanced software functions may include:	• alternate headers and footers • drawing tools • graphics tools • importing data/objects/pictures • mail merge • newspaper columns • sections • sort • styles • tables • templates
Printing may include:	• print merge • print to file • with comments • with drawing objects • with field codes • with hidden text
Naming and storing documents may include:	• 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 • filing locations • organisational policy for backing up files,

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RANGE STATEMENT	
	storage in folders/sub-folders • organisational policy for filing hard copies of documents • security/password protection • storage on hard/floppy disk drives, CD-ROM, tape back-up
Designated time lines may include:	• organisational time line e.g. deadline requirements • time line agreed with internal/external client • time line agreed with supervisor/person requiring document

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU304A Produce spreadsheets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop spreadsheets 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 employed in a range of environments who require skills in the creation of spreadsheets that encompass formatting, formulae and charts. They tend to be personally responsible for designing and working with spreadsheets under minimal supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Adhere to ***ergonomic***, ***work organisation and occupational health and safety requirements*** 1.2. Use energy and resource ***conservation techniques*** to minimise wastage 1.3. Identify spreadsheet task requirements in relation to data entry, storage, output and presentation
2. Plan spreadsheet design	2.1. Ensure ***spreadsheet design*** suits the purpose, audience and information requirements of the task 2.2. Ensure spreadsheet design enhances readability and appearance, and meets organisational and task requirements for style and layout 2.3. Use style sheets and ***automatic functions*** to ensure ***consistency of design and layout***
3. Create spreadsheet	3.1. Ensure ***data*** is entered, ***checked*** and amended to maintain consistency of design and layout, in accordance with organisational and task requirements 3.2. ***Format*** spreadsheet using ***software functions*** to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 3.3. Ensure ***formulae*** are tested and used to confirm output meets task requirements, in consultation with

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ELEMENT	PERFORMANCE CRITERIA
	appropriate personnel as required 3.4. Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
4. Produce simple charts	4.1. Select chart type and design that enables valid representation of numerical data, and meets organisational and task requirements 4.2. Create charts using appropriate data range in the spreadsheet 4.3. Modify chart type and layout using formatting features
5. Finalise spreadsheets	5.1. Preview, adjust and ***print*** spreadsheet and any accompanying charts, in accordance with task requirements 5.2. Ensure data input meets ***designated time lines*** and organisational requirements for speed and accuracy 5.3. ***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 against original • keyboarding skills to enter text and numerical data • literacy skills to read and understand organisational procedures, and to use basic models to produce a range of spreadsheets • mathematical and statistical skills to use spreadsheet functions such as sum, counts and averages.
Required knowledge
• formatting requirements of workplace documents • organisational guidelines on spreadsheet design and use • organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques.

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Evidence 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 spreadsheets that address a range of data and organisational requirements • using software functions, graphics and support materials to create spreadsheets • knowledge of formatting requirements of workplace documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • 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 • review of energy and resource conservation techniques used to minimise wastage • demonstration of techniques • oral or written questioning to assess knowledge of spreadsheet software functions • review of spreadsheets produced.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • other IT use units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Occupational health and safety requirements may include:	• inspections • organisational procedures regarding incidents, accidents, fire and emergencies • workplace meetings • workplace safety procedures • other consultative activities
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
Spreadsheet design may include:	• appropriateness to required tasks • basic analysis • charts • formatting and reformatting • formulae • functions • headers and footers • headings

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RANGE STATEMENT	
	• headings and labels • identification and parameters • import and export of data • labels • macros • multi-page documents • split screen operation
Automatic functions may include:	• auto date • auto correct • auto format • auto text • default settings • headers and footers • page numbering • styles • table headings
Consistency of design and layout may include:	• borders • bullet/number lists • captions • consistency with other business documents • page numbers • spacings • typeface styles and point size
Data may include:	• numbers • text
Checking data 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
Formatting may include:	• alignment on page • efficiency of formulae • enhancements to format - borders, patterns and colours • enhancements to text • headers/footers • use of absolute and relative cell addresses • use of cell addresses in formulae

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RANGE STATEMENT	
Software functions may include:	• adding/deleting columns/rows • formatting cells • formatting text • headers/footers • sizing columns/rows • using macros • utilising shortcuts
Formulae may include:	• average • division • multiplication • percentage • subtraction • sum • combinations of above
Printing may include:	• charts • entire workbooks • selected data within a worksheet • worksheets
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
Naming and storing spreadsheet 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 electronic folders/sub-folders • storage on CD-ROM, USB, tape back-up, server

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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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		

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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 ***technology*** and ***software*** applications to produce required ***business documents*** 1.2. Select layout and style of publication according to information and ***organisational requirements*** 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 ***functions*** to ensure consistency of design and layout 2.4. Operate ***input devices*** 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

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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.

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Evidence 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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• computers • photocopiers • printers • scanners
Software may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
Business documents may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
Organisational requirements 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
Functions may include:	• alternating headers and footers • editing • merging documents

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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	

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Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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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		

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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 ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. ***Design*** content ***structure and layout*** 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 ***consistency of design and layout*** 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

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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.

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Evidence 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 relevantworkplace 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

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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

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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

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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
Designated time lines 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		

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BSBITU401A Design and develop complex text documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop business documents using complex technical features of word processing 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 work in a range of business environments and are skilled in the creation of complex documents using word processing software. These skills may be applied in the provision of administrative support within an enterprise, or by technical/knowledge experts responsible for producing their own word processed documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 word processed documents	1.1. Use safe work practices to ensure ***ergonomic***, ***work organisation***, ***energy and resource conservation requirements*** are addressed 1.2. Identify ***document*** purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3. Identify ***organisational requirements*** for text-based business documents to ensure consistency of style and image 1.4. Evaluate ***complex technical functions*** of the software for their usefulness in fulfilling the requirements of the task 1.5. Match document requirements with software functions to provide efficient production of documents
2. Design complex documents	2.1. ***Design*** document ***structure and layout*** to suit purpose, audience and information requirements of the task 2.2. Design document to enhance readability and appearance, and to meet organisational and task requirements for style and layout

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Use complex software functions to enable efficient manipulation of information and other material, and ensure ***consistency of design and layout***
	2.4. Use manuals, user documentation and online help to overcome problems with document design and production
3. Add complex tables and other data	3.1. Insert a standard table into document, changing cells to meet information requirements
	3.2. ***Format rows and columns*** as required
	3.3. Insert images and ***other data***, ***formatting*** as required
4. Produce documents	4.1. Use complex operations in the development of documents, to achieve required results
	4.2. Preview, adjust and ***print*** documents in accordance with organisational and task requirements
	4.3. ***Name and store documents*** in accordance with organisational requirements and exit the application without information loss/damage
	4.4. Prepare documents within ***designated time lines*** and organisational requirements for speed and accuracy

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
- keyboarding skills to enter text and numerical data
- literacy skills to edit and proofread documents, creating documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated referencesproblem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- formatting styles and their effect on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and conservation techniques

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REQUIRED SKILLS AND KNOWLEDGE
• 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: • production of text documents using advanced software functions • application of document design principles.
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 complex text 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 documents with complex design • 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: • BSBWRT401AWrite complex documents.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 • equipment that is reasonably adjusted to meet personal needs, in appropriate circumstances
Work organisation requirements may include:	• exercise breaks • mix of repetitive and other activities • rest periods
Energy and resource conservation requirements 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
Complex ***documents*** may include:	• call outs • captions • concordance files • different odd and even pages • document protection • drawing • forms with fields • hyperlinks • linked and/or embedded objects • long documents • mail merge data documents • master documents

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RANGE STATEMENT	
	• MS WordArt • multiple headers and footers • multiple sections • multiple users • primary mail merge documents • subdocuments • templates
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
Complex technical functions may include:	• alignment • data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • page and section breaks • sort criteria • style sheets • table of contents • templates
Design choices may include:	• balance • diversity • relative positioning of graphics and headings • simplicity

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RANGE STATEMENT	
	• 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 • bullet/number lists • captions • consistency with other business documents • footnotes/endnotes • indentations • page numbers • spacings • typeface styles and point size
Formatting rows and column may include:	• auto distribute • fills/shading • lines and borders • merge cells • sorting contents • split cell • text direction
Other data may include:	• clip art • data from other software applications • digital photographs • files • graphics • quotes • references • scanned photographs and logos • tables, graphs and charts

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RANGE STATEMENT	
Formatting of other data may include:	• colour • cropping • layout • position in relation to other text • size
Printing may include:	• print merge • print to file • to fit specific number of pages • with comments • with drawing objects • with field codes • with hidden text
Naming and storing documents may include:	• 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
Designated time lines may include:	• time line agreed with internal/external client • time line agreed with supervisor/person requiring spreadsheet • organisational time line e.g. deadline requirements

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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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		

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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 ***ergonomic requirements***
	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 ***work organisation strategies*** and ***energy and resource conservation techniques*** to plan work activities
2. Develop a linked spreadsheet solution	2.1. Utilise ***spreadsheet design*** software ***functions*** and ***formulae*** 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

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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

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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

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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.	
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) • using power-save options for equipment

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RANGE STATEMENT	
Spreadsheet design 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
Functions 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)
Formulae may include:	• addition • average • comparison • division • exponentiation • multiplication • percentage • subtraction • combinations of above
Macros may include:	• printing sections of a spreadsheet
Templates may include:	• font types and sizes • forms

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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

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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BSBITU404A Produce complex 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 complex 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 employed in a range of work environments who require well developed skills in desktop publishing. They may be individuals providing administrative support within an enterprise, or others responsible for the production of their own documents.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 ***ergonomic requirements*** and using ***work organisation strategies*** 1.2. Use ***energy and resource conservation techniques*** 1.3. Identify ***document purpose***, audience, presentation and ***final output*** requirements, and clarify with relevant personnel as required 1.4. Identify ***organisational and task requirements*** for desktop published documents to ensure consistency of style and image
2. Design desktop published documents	2.1. ***Design*** document to enhance readability and appearance, according to organisational and task requirements 2.2. Determine document type and assess production and design requirements 2.3. Set up and use master pages, templates and styles to ensure ***consistency of design and layout*** 2.4. Set up colour palettes according to organisational and task requirements
3. Create desktop published documents	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

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ELEMENT	PERFORMANCE CRITERIA
	resolve any formatting issues 3.4. Use ***complex software functions*** to arrange text and graphics on page, according to organisational and task requirements
4. Finalise desktop published documents	4.1. Ensure pages. and combined graphics and text are composed correctly, to suit organisational and task requirements 4.2. Check that numerical sequencing and laydown of document is correct, to meet binding and finishing requirements 4.3. Incorporate bleed allowance in margins and borders
5. Produce desktop published documents	5.1. Review text for possible errors and omissions, and resolve any issues 5.2. Produce completed document in line with required final output 5.3. ***Name and store text documents***, in accordance with organisational requirements and exit the application without information loss/damage 5.4. Prepare text documents within ***designated time lines*** and organisational requirements for speed and accuracy 5.5. 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 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

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REQUIRED SKILLS AND KNOWLEDGE
design.
Required knowledge
• formatting styles and their effect on formatting, readability and appearance of documents • organisational requirements for ergonomics, work periods and breaks, and energy and resource conservation techniques • purposes, uses and functions of desktop publishing software • 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: • applying document design and layout principles • producing complex desktop published documents.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to samples of 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 authenticated documents from the workplace or training environment • demonstration of techniques in a workplace or simulated environment • oral or written questioning to assess knowledge of desktop publishing software functions.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other information and communications technologyunits.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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
Document purpose may include using:	• call outs • captions • concordance files • different odd and even pages • document protection • drawing

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RANGE STATEMENT	
	• forms with fields • hyperlinks • long documents • linked or embedded objects • mail merge data documents • master documents • MS WordArt • multiple headers and footers • multiple sections • multiple users • primary mail merge documents • subdocuments • templates
Final output may include:	• electronic publishing • printed document • professionally printed document • web services
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 • master pages • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers or footers • sheet size • style sheets • templates
Design may include:	• balance • boxes • colour • columns • diversity • drawing • graphics • headings • letter and memo conventions

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RANGE STATEMENT	
	• page layout • photographs • relative positioning of graphics and headings • simplicity • text flow • typeface • typography • white space
Consistency of design may include:	• annotated references • borders • bullet/ number lists • captions • consistency with other business documents • footnotes and endnotes • indentations • kerning and leading • page numbers • spacings • typeface styles and point size
Complex software functions may include:	• data transfer • display features • embedding • exporting • fields • form fields • formulae • importing • index • linking • macros • merge criteria • sort criteria • table of contents • templates
Naming and storing text documents may include:	• authorised access • file or folder names which identify the operator, author, section, date • filing locations • file names according to organisational procedure

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RANGE STATEMENT	
	• file names which are easily identifiable in 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, CD-ROM, USBs, tape or server back-up
Designated time lines may include:	• time line agreed with interna 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		

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BSBLED401A Develop teams and individuals

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine individual and team development needs and to facilitate the development of the workgroup. 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 learning and development who apply their skills in addressing development needs to meet team objectives. They may have responsibility to provide guidance or to delegate aspects of tasks to others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 development needs	1.1. Systematically identify and implement ***learning and development needs*** in line with ***organisational requirements*** 1.2. Ensure that a learning plan to meet individual and group training and development needs is collaboratively developed, agreed to and implemented 1.3. Encourage individuals to self-evaluate performance and identify areas for improvement 1.4. Collect ***feedback on performance*** of team members from relevant sources and compare with established team learning needs
2. Develop individuals and teams	2.1. Identify learning and development program goals and objectives, ensuring a match to the specific knowledge and skill requirements of competency standards relevant to the industry 2.2. Ensure that ***learning delivery methods*** are appropriate to the learning goals, the learning style of participants, and availability of ***equipment and resources*** 2.3. Provide workplace learning opportunities, and ***coaching and mentoring assistance*** to facilitate individual and team achievement of competencies 2.4. Create development opportunities that incorporates a

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ELEMENT	PERFORMANCE CRITERIA
	range of activities and support materials appropriate to the achievement of identified competencies 2.5. Identify and approve resources and time lines required for learning activities in accordance with organisational requirements
3. Monitor and evaluate workplace learning	3.1. Use feedback from individuals or teams to identify and implement improvements in future learning arrangements 3.2. Assess and record outcomes and performance of individuals/teams to determine the effectiveness of development programs and the extent of additional development support 3.3. Negotiate modifications to learning plans to improve the efficiency and effectiveness of learning 3.4. Document and maintain records and reports of competency according to organisational requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to receive and report on feedback, to maintain effective relationships and to manage conflict • culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities • leadership skills to gain trust and confidence of clients and colleagues • literacy skills to read, write and understand a variety of texts; and to edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • negotiation skills to achieve mutually acceptable outcomes • technology skills to support effective communication and presentation.
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

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REQUIRED SKILLS AND KNOWLEDGE
• codes of practice • privacy laws • occupational health and safety (OHS) • facilitation techniques to encourage team development and improvement • organisational policies, plans and procedures • career paths and competency standards relevant to the 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 following is essential: • identifying and implementing learning opportunities for others • giving and receiving feedback from team members to encourage participation in and effectiveness of team • creating learning plans to match skill needs • 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 learning and development plans, policies and procedures • 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: • 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

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EVIDENCE GUIDE	
	• oral or written questioning to assess knowledge of career paths and competency standards relevant to the industry • review of records and reports of competency.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other learning and development 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.	
Learning and development needs may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence/skills recognition • work experience/exchange/opportunities • workplace skills assessment
Organisational requirements may include:	• access and equity principles and practices • anti-discrimination and related policy • business and performance plans • confidentiality and security requirements • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements

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RANGE STATEMENT	
	• OHS policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Learning delivery methods may include:	• conference and seminar attendance • formal course participation • induction • involvement in professional networks • on-the-job coaching or mentoring • presentations/demonstrations • problem-solving • work experience
Equipment and resources may include:	• facilities • funding • guest speakers • technological tools and equipment • time • training equipment such as whiteboards and audio-visual equipment
Coaching and mentoring assistance may include:	• fair and ethical practice • non-discriminatory processes and activities • presenting and promoting a positive image of the collective group • problem-solving • providing encouragement • providing feedback to another team member • respecting the contribution of all participants and giving credit for achievements

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Learning and Development

Co-requisite units

Co-requisite units		

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BSBMGT402A Implement operational plan

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the operational plan by monitoring and adjusting operational performance, producing short term plans for the department/section, planning and acquiring resources and providing reports on performance as required. 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 are actively engaged in planning activities to achieve the measurable, stated objectives of the team and the organisation. This key role is carried out to provide safe, efficient and effective products and services to customer satisfaction within the organisation's productivity and profitability plans. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning, evaluation, leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Implement operational plan	1.1. Collate, analyse and organise details of ***resource requirements*** in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Implement ***operational plans*** to contribute to the achievement of organisation's performance/business plan 1.3. Identify and use ***key performance indicators*** (KPIs) to monitor operational performance 1.4. Undertake ***contingency planning*** and ***consultation processes*** 1.5. Provide assistance in the development and presentation of proposals for resource requirements in line with operational planning processes
2. Implement resource acquisition	2.1. Recruit and induct employees within ***organisation's policies***, ***practices and procedures*** 2.2. Implement plans for acquisition of physical

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ELEMENT	PERFORMANCE CRITERIA
	resources and services within organisation's policies, practices and procedures and in consultation with relevant personnel
3. Monitor operational performance	3.1. Monitor ***performance systems and processes*** to assess progress in achieving profit/productivity plans and targets 3.2. Analyse and use budget and actual financial information to monitor profit/productivity performance 3.3. Identify unsatisfactory performance and take prompt action to rectify the situation according to organisational policies 3.4. Provide mentoring, coaching and supervision to support individuals and teams to use resources effectively, economically and safely 3.5. Present recommendations for variation to operational plans to the ***designated persons***/***groups*** and gain approval 3.6. Implement ***systems***, ***procedures and records*** associated with performance in accordance with organisation's requirements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- coaching and mentoring skills to provide support to colleagues
- literacy skills to access and use workplace information, and to prepare reports
- planning and organising skills to monitor performance and to sequence work of self and others to achieve planned outcomes.

Required knowledge

- principles and techniques associated with:
  - contingency planning
  - methods for monitoring and reporting on performance
  - monitoring and implementing operations and procedures
  - problem identification and methods of resolution

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REQUIRED SKILLS AND KNOWLEDGE
• relevant budgeting and financial analysis, interpretation and reporting requirements • resource management systems at the tactical implementation level • resource planning and acquisition • tactical risk analysis including identification and reporting 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: • ability to monitor and adjust operational performance, produce short-term plans for the department or section, plan and acquire resources, and provide reports on performance as required • knowledge of principles and techniques associated with monitoring and implementing operations and procedures.
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 • review of documentation outlining contingency planning and consultation processes undertaken • demonstration of techniques in managing performance • evaluation of mentoring, coaching and supervision provided to support individuals and teams to use resources effectively, economically and safely.

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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 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.	
Resource requirements may refer to:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** may include:	• colleagues and specialist resource managers • managers • occupational health and safety committees and other people with specialist responsibilities • other employees • people from a wide range of social, cultural and ethnic backgrounds, and people with a range of physical and mental abilities • supervisors
Operational plans may refer to:	• organisational plans • tactical plans developed by the department or section to detail product and service performance
Key performance indicators may refer to:	• measures for monitoring or evaluating the efficiency or effectiveness of a system, and which may be used to demonstrate accountability and to identify areas for improvements

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RANGE STATEMENT	
Contingency planning may refer to:	• 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-use • 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
Consultation processes may refer to:	• mechanisms used to provide feedback to the work team in relation to outcomes of consultation • 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 operational plans
Organisation's policies, ***practices and procedures*** may include:	• organisational culture • Standard Operating Procedures • organisational guidelines which govern and prescribe operational functions, such as the acquisition and management of human and physical resources • undocumented practices in line with organisational operations

Performance systems and processes may refer to:	• informal systems used by frontline managers for the work team in the place of existing organisation-wide systems
	• formal processes within the organisation to measure performance, such as:
	  • feedback arrangements
	  • individual and teamwork plans

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RANGE STATEMENT	
	• KPIs • specified work outcomes
Designated persons*/*groups may include:	• other affected work groups or teams and groups designated in workplace policies and procedures • those who have the authority to make decisions and/or recommendations about operations such as workplace supervisors, other managers
Systems*, *procedures and records may include:	• databases and other recording mechanisms for ensuring records are kept in accordance with organisational requirements • individual and team performance plans • organisational policies and procedures relative to performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBMGT403A Implement continuous improvement

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement the organisation's continuous improvement systems and processes. Particular emphasis is on using systems and strategies to actively encourage the team to participate in the process, monitoring and reviewing performance, and identifying opportunities for further improvements. 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 active role in implementing the continuous improvement process to achieve the organisation's objectives. Their position, closely associated with the creation and delivery of products and services, means that they have an important role in influencing the ongoing development of the organisation. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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. Implement continuous improvement systems and processes	1.1. Implement ***systems*** to ensure that individuals and teams are actively encouraged and supported to ***participate in decision making processes***, assume responsibility and exercise initiative 1.2. Communicate the organisation's ***continuous improvement processes*** to individuals and teams, and obtain feedback 1.3. Ensure effective ***mentoring and coaching*** allows individuals and teams to implement the organisation's continuous improvement processes
2. Monitor and review performance	2.1. Use the organisation's systems and ***technology*** to monitor and review progress and to identify ways in which planning and operations could be improved 2.2. Improve ***customer service*** through continuous improvement techniques and processes

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Formulate and communicate recommendations for adjustments to those who have a role in their development and implementation
3. Provide opportunities for further improvement	3.1. Implement ***processes to ensure that team members are informed of savings and productivity/service improvements*** in achieving the business plan 3.2. Document work performance to aid the identification of further opportunities for improvement 3.3. Manage records, reports and recommendations for improvement within the organisation's systems and processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• communication skills to:
  • coach and mentor team members
  • gain the commitment of individuals and teams to continuously improve
• innovation skills to design better ways of performing work.

Required knowledge

• principles and techniques associated with:
  • benchmarking
  • best practice
  • change management
  • continuous improvement systems and processes
  • quality systems.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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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: • taking active steps to implement, monitor and adjust plans, processes and procedures to improve performance • supporting others to implement the continuous improvement system/processes, and to identify and report opportunities for further improvement • knowledge of principles and techniques associated with continuous improvement systems and processes.
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 • 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 principles and techniques associated with change management • review of how the organisation's continuous improvement processeswascommunicated to individuals and teams • review of documentation of work 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 Certificate IV in Frontline Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Systems may refer to:	• forums, meetings • newsletters and reports • organisational policies and procedures • web-based communication devices
Participation in decision making processes may include:	• feedback in relation to outcomes of the consultative process • processes which ensures all employees have the opportunity to contribute to organisational issues
Continuous improvement processes may include:	• cyclical audits and reviews of workplace, team and individual performance • evaluations and monitoring of effectiveness • implementation of quality systems, such as International Standardization for Organization (ISO) • modifications and improvements to systems, processes, services and products • policies and procedures which allow the organisation to systematically review and improve the quality of its products, services and procedures • seeking and considering feedback from a range of stakeholders
Mentoring and coaching may refer to:	• providing assistance with problem-solving • providing feedback, support and encouragement • teaching another member of the team, usually focusing on a specific work task or skill
Technology may include:	• computerised systems and software such as databases, project management and word processing • telecommunications devices • any other technology used to carry out work roles and responsibilities

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RANGE STATEMENT	
Customer service may be:	• internal or external • to existing, new or potential clients
Processes to ensure that team members are informed of savings and productivity/service improvements may refer to:	• email/intranet, newsletters or other communication devices • newsletters and bulletins • staff reward mechanisms • team meetings

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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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	

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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 ***performance standards***, ***Code of Conduct*** and work outputs with relevant teams and individuals 1.5. Develop and agree ***performance indicators*** with relevant staff prior to commencement of work 1.6. Conduct ***risk analysis*** in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design ***performance management*** and review processes to ensure consistency with organisational

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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 ***excellence in performance*** 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. ***Terminate*** 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

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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.

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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

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RANGE STATEMENT	
Risk analysis 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
Performance management 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
Excellence in performance means:	• regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
Termination 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		

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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.

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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 ***resource requirements*** and develop an operational plan in consultation with ***relevant personnel***, ***colleagues and specialist resource managers*** 1.2. Develop and/or implement ***consultation processes*** as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of ***key performance indicators*** to measure organisational performance 1.4. Develop and implement ***contingency plans*** 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

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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

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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

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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.	
Resource requirements may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
Relevant personnel, ***colleagues and specialist resource managers*** 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
Consultation processes 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

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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

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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		

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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

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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

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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

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	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.	
Strategies 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
Systems may refer to:	• forums, meetings • newsletters and reports

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	• 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

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BSBMGT605B Provide leadership across the organisation

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to demonstrate senior leadership behaviour, and personal and professional competence. 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 managers who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission. Business ethics are also addressed in this unit. The unit may relate equally to leadership of a small to medium sized organisation or to a business unit or area in a large organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 organisational mission and goals	1.1. Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2. Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3. Ensure media and language used is appropriate to individuals and group circumstances 1.4. State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5. Address ***expectations of the organisation*** 1.6. Investigate ***incidents*** promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1. Build trust, confidence and respect of diverse groups and individuals, through positive role modelling, and effective communication and consultation 2.2. Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3. Demonstrate understanding of the global environment and new technology in work activities 2.4. Ensure actions convey flexibility and adaptability to

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ELEMENT	PERFORMANCE CRITERIA
	change and accessibility 2.5. Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6. Ensure decision making takes into account needs and expectations of both internal and external groups 2.7. Ensure decision making occurs in accordance with ***risk management*** plans for all options, and within appropriate timeframes 2.8. Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1. Assign ***accountabilities and responsibilities*** to teams consistent with their competencies and operational plans 3.2. Ensure teams are resourced to allow them to achieve their objectives 3.3. Empower teams and individuals through effective delegation and support for their initiatives 3.4. Create and maintain ***a positive work environment*** 3.5. Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1. Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2. Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3. Set and achieve personal objectives and work program outcomes 4.4. Ensure self performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5. Participate regularly in industry/professional networks and groups

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• interpersonal skills to communicate and inspire trust and confidence of others and to ensure their cooperation and support • networking skills to ensure support from key groups and individuals for concepts/ideas/products/services • risk management skills to analyse, identify and develop mitigation strategies for identified risks.
Required knowledge
• business ethics and their application • leadership styles and their application • legislation, codes and by-laws relevant to the organisation's operations • organisation mission, purpose and values • organisation objectives, plans and strategies • organisational change 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: • input from a wide range of sources providing evidence in respect to a broad range of activities and application of business ethics • demonstration of personal competence that links to the organisation's requirements for managers • effective communication skills and an ability to win commitment to the organisation and its activities • knowledge of leadership styles and their application • knowledge of legislation, codes and by-laws relevant to the organisation's operations.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• 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 • 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 leadership techniques • observation of presentations • review of media and language used when communicating with individuals and groups • evaluation of accountabilities and responsibilitiesassigned to teams • review of documentation outlining personal objectives and work program outcomes • review of professional development activities undertaken to improve self performance and professional competence.
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.	
Expectations of the organisation include:	• environmental management • occupational health and safety • product safety

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RANGE STATEMENT	
	• service • values and ethics • other relevant factors
Incidents may include:	• emergency response • environmental event (emissions, noise, etc.) • product failure • workplace accident
Risk management means:	• process of identification of potential negative events and the development of plans to mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Accountabilities and responsibilities means:	• clarification of who is to be accountable for a decision or action prior to its execution, and identification of groups, individuals and activities for which a person is responsible for managing
Positive work environment means:	• environment where employees identify with the organisation and its purpose and where communication is free-flowing, decisions are transparent and conflict is positive and constructive

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMGT608B Manage innovation and continuous improvement

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to sustain and develop an environment in which continuous improvement, innovation and learning are promoted and rewarded.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit applies to people who have managerial responsibilities which include building a better and more effective work environment. Continuous improvement and innovation have links with the model of the learning organisation and people working at this level play an important role in building the culture, values and attitudes of the organisation.

Links may be made between continuous improvement and formal quality systems such as International Standardization for Organization (ISO) or quality software. However it is not assumed that formal quality systems or software are in the workplace.

Innovation is seen as an important attitude and set of practices which should be fostered by people working at this level in teams and across the 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	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold

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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. Review programs, systems and processes	1.1. Establish strategies to monitor and evaluate performance of key systems and processes 1.2. Undertake detailed analyses of ***supply chains***, operational and product/service delivery systems 1.3. Identify performance measures, and assessment tools and techniques, and evaluate their effectiveness 1.4. Analyse ***performance reports*** and variance from plans for all key result areas of the organisation 1.5. Identify and analyse changing trends and opportunities relevant to the organisation 1.6. Seek advice from ***specialists***, where appropriate, to identify technology and electronic commerce opportunities
2. Develop options for continuous improvement	2.1. Brief groups on performance improvement strategies and innovation as an essential element of competition 2.2. Foster ***creative climate*** and ***organisational learning*** through the promotion of interaction within and between work groups 2.3. Encourage, test and recognise new ideas and entrepreneurial behaviour where successful 2.4. Accept failure of an idea during trialling, and recognise, celebrate and embed success into systems 2.5. Undertake ***risk management*** and ***cost benefit analyses*** for each option/idea approved for trial 2.6. Approve innovations through agreed organisational processes

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3. Implement innovative processes	3.1. Promote ***continuous improvement*** as an essential part of doing business 3.2. Address impact of change and consequences for people, and implement ***transition plans*** 3.3. Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4. Implement ***contingency plans*** in the event of non-performance 3.5. Follow-up failure by prompt investigation and analysis of causes 3.6. Manage emerging challenges and opportunities effectively 3.7. Evaluate continuous improvement systems and processes regularly 3.8. Communicate costs and benefits of innovations and improvements to all relevant groups and individuals

Required Skills and Knowledge

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

Required skills

- analytical skills to identify improvement opportunities in relation to the services/products delivered or concepts/ideas developed
- flexibility and creativity skills to think laterally
- leadership skills to foster a commitment to quality and an openness to innovation.

Required knowledge

- quality management and continuous improvement theories
- creativity/innovation theories/concepts
- risk management.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the

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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: • documentation of consultation processes to introduce or evaluate an existing continuous improvement process or system, including suggested actions or an action plan • generation of an idea or concept which exhibits creative thinking and which offers the possibility of advantaging the organisation • how the concept or idea was introduced, tested and evaluated - the idea or concept does not have to have been shown to work or to be adopted by the business • knowledge of quality management and continuous improvement theories.
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 creativity/innovation theories/concepts • evaluation of strategies established to monitor and evaluate performance of key systems and processes • review of briefing of groups on performance improvement strategies and innovation • review of documentation communicating costs and benefits of innovations and improvements to relevant groups and individuals.
Guidance information for	Holistic assessment with other units relevant to the

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assessment	industry sector, workplace and job role is recommended, for example: • other units from the Advanced 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.	
Supply chains includes:	• network of facilities that procures raw materials, transforms them into intermediate products (or services) and then finished goods (or services), and delivers them through a distribution system • procurement, production and distribution, which are viewed as being interlinked not as discrete elements
Performance reports may include:	• budget/cost variance • customer service • environmental • financial • occupational health and safety • quality • other operating parameters
Specialists refers to:	• those people inside and outside the organisation who are expert in the application of technology to process systems and procedures, relevant to the organisation's business
Creative climate means:	• climate of high motivation with extensive expertise, and deliberative and lateral thinking time to think through and test out ideas
Organisational learning refers to:	• extent to which groups and individuals within an organisation are given the opportunity to learn from each other and encouraged to share their learning
Risk management means:	• process of identification of potential negative events and the development of plans to

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	mitigate or minimise the likelihood of the negative event occurring and/or the consequences in the event it does occur
Cost benefit analyses means:	• calculation to determine whether the results/outcomes of a particular course of action are sufficient to justify the costs and risks in taking that action
Continuous improvement means:	• consistently reviewing what we do in search of a better way and improving the organisation in every aspect of its activities
Transition plan means:	• process of communication and education to help people through major change programs which impact on the way they do their work or them personally
Contingency plan means:	• plan which will deal with the uncertainty of a proposal and will come into operation in the event of a failure or non-conformance

Unit Sector(s)

Management and Leadership - Management

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BSBMGT615A Contribute to organisation development

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the creation of an organisation development plan which ensures that the organisation will become more effective over time in achieving its goals. 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 managers with organisation wide responsibilities who are critically involved in shaping and focussing the organisation so that it can adapt to new technologies, challenges and markets. People who have this responsibility may be in a dedicated organisation design role or may be change managers, or human resources managers. They may also be employed as consultants or contractors.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 organisation development plan	1.1. Analyse strategic plans to determine organisation development needs and objectives 1.2. Consult with ***relevant groups and individuals*** to profile the organisation's culture and readiness for organisational development 1.3. Determine who will take key roles in the organisational development process and confirm their commitment 1.4. Collect and analyse data on areas of the business experiencing problems or that need realignment 1.5. Determine and agree on objectives and strategies for organisational development 1.6. Consider ***change management techniques*** required to achieve the workplace culture outcomes and build them into the organisation development plan 1.7. Develop ***communication***/***education plans*** to achieve communication objectives in relation to the desired

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ELEMENT	PERFORMANCE CRITERIA
	work environment and desired approach to problem-solving and developmental activities
2. Implement organisation development activities	2.1. Identify and implement consultative processes to maximise participation in the organisation development process 2.2. Undertake ***team development and training activities*** to develop collaborative approaches to problem-solving and development 2.3. Facilitate groups to articulate problems and to propose means for resolving the problems 2.4. Manage conflict between individuals and/or groups to achieve consensus or agreement 2.5. Undertake interventions in accordance with the organisation development plan 2.6. Brainstorm alternative proposals, and negotiate and agree on outcomes
3. Maintain organisation development program	3.1. Undertake surveys to identify any loss of support for organisation development program and activities 3.2. Maintain regular team meetings and individual feedback in accordance with communication plan 3.3. Set out ***activities and interventions*** in the organisation development plan and maintain, evaluate and modify them as required 3.4. Ensure senior management reinforces organisation development program by ongoing messages of support and appropriate resource allocation 3.5. Evaluate organisation development plans in terms of costs and benefits, including opportunity costs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• leadership skills to gain commitment and followership • communication and interpersonal skills to persuade others • lateral thinking skills to find new, improved or different ways of working or engineering the organisation.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• planning processes • concepts and theory of organisation behaviour; organisation dynamics; organisation culture; organisation change.

Evidence 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: • detailed organisation development plan which clearly addresses what is to be developed and why, and how development will occur • analysis of an organisation development process • knowledge of concepts and theory of organisation behaviour; organisation dynamics; organisation culture; organisation change.
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 organisation development processes or organisational case studies • assessment of written reports on organisation development • 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 engaging others in change processes • review of analysis of data on areas of the business

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EVIDENCE GUIDE	
	experiencing problems or that need realignment • review of documentation outlining interventions undertaken • review of organisation development consultative processes implemented • evaluation of documentation outlining alternative proposals brainstormed, and negotiation and agreement on outcomes.
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.	
Relevant groups and individuals refers to:	• personnel who have knowledge about the issue being dealt with and the expertise to assist the decision-making process
Change management techniques may include:	• business re-engineering • consultative processes • job redesign • organisational redesign • sensitivity training • systems redesign • work re-organisation
Communication/education plans refers to:	• documented range of activities designed to ensure all affected groups and individuals (and other relevant parties) obtain sufficient knowledge to allow them to understand what is happening and why, and to allow them to participate where appropriate

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RANGE STATEMENT	
Team development and training activities may include:	• computer-based training • group work • one-on-one sessions • informal coaching • mentoring • sensitivity training
Activities and interventions may include:	• action research • brainstorming • career planning • inter-group team building • job redesign • quality circles • re-engineering • sensitivity training • succession planning • surveys (with feedback) • team building • training • transition analysis

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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Co-requisite units		

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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		

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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

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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 ***due diligence*** 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

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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

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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

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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		

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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	

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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 ***strategic***, ***business and operational plan***, if available 1.2. Analyse and interpret business vision, mission, values and objectives 1.3. Consult with ***key stakeholders*** 1.4. Review market requirements for the product or service, profile customer needs and research pricing options 1.5. Develop ***performance objectives and measures*** 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 ***business plan***

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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.

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Evidence 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.

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Range Statement

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

Strategic**, **business and operational plan 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

Key stakeholders may include:	• business partners or financiers • customers • shareholders • staff • technical experts or advisers
Performance objectives and measures 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

Business plan 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

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RANGE STATEMENT	
	• governance or management • quality • sales • triple bottom line • workforce
Coaching 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		

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BSBMKG401B Profile the market

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to profile a target market or market segments in accordance with a marketing plan and to develop market positioning 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 working in a marketing team who are responsible for segmenting a target market to review alignment with organisational marketing objectives. This involves identifying viable market segments and profiling target consumers, and then defining the target market in more detail and developing strategies to position products and services. This unit is relevant to individuals working in a variety of marketing communications occupational roles, including advertising, direct marketing, promotional marketing, personal selling and public relations.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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. Segment the market	1.1. Identify ***criteria*** for use in segmenting the market in accordance with the marketing plan 1.2. Identify and access ***sources of information for segmenting and profiling markets*** in accordance with the marketing plan 1.3. Segment the market in accordance with identified criteria 1.4. Review market segments for their usefulness in terms of factors such as their ***size***, ***potential***, ***distinctive needs***, ***easy identification of members*** or ***distinctive media use patterns*** 1.5. Select ***market segments*** to meet marketing objectives, and choose and apply new segmentation criteria if required
2. Identify the target	2.1. Evaluate ***approaches*** to determining and describing

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ELEMENT	PERFORMANCE CRITERIA
market	the total market for a product or service 2.2. Define the target market in terms of the consumers to be included as ***prospective users*** of a product or service, and the selected market segments 2.3. Use ***segment descriptors*** to describe the target market 2.4. Identify available ***strategic marketing options*** and select ***targeting strategies*** that best meet the requirements of the marketing plan
3. Profile the target audience	3.1. Describe the total market and selected market segments in the form of a consumer profile 3.2. Identify consumer characteristics in ***standard statistical terms*** and/or the descriptive terms used in media selection in the consumer profile 3.3. Use ***demographic*** and/or ***psychographic descriptions*** in the consumer profile in accordance with the requirements of the marketing plan 3.4. Describe consumer attitudes to products or services being offered 3.5. Ensure profile meets organisational requirements in terms of language, format, content and level of detail
4. Develop a positioning strategy	4.1. Identify available ***positioning strategies*** and choose a strategy to meet ***marketing requirements*** and consumer profile 4.2. Write a positioning implementation plan containing several options, in accordance with organisational requirements 4.3. Submit plan to supervisor within specified time lines and make appropriate adjustments based on feedback

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• creativity and innovation skills to select targeting and positioning strategies that meet organisation's requirements • culturally appropriate communication skills to relate to people from diverse

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REQUIRED SKILLS AND KNOWLEDGE

backgrounds and people with diverse abilities
• 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
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• literacy skills to prepare reports and to interpret internal and external marketing information
• research skills to identify and analyse market segments and target markets.

Required knowledge

• Australian Marketing Institute Code of Professional Conduct
• data collection and analysis techniques
• industry knowledge including:
  • components of the marketing mix
  • elements of marketing planning
• marketing communications concepts and processes
• organisational structures, roles, responsibilities, business and marketing plans
• product and service standards and best practice models
• relevant legislation from all forms of government that may affect aspects of business operation in addition to those listed above, especially in relation to occupational health and safety, environmental issues, equal opportunity, industrial relations and anti-discrimination
• statistical terms used by the Australian Bureau of Statistics.

Evidence 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:

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EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• developing a market positioning strategy that documents market segmentation, consumer profiling, targeting and strategies relevant to a product or service being offered to the marketplace.
Context of and specific resources for assessment	Assessment must ensure: • access to appropriate documentation and resources normally used in the workplace • access to information on past profiling, segmentation and targeting performed for a product or service.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following assessment methods are appropriate for this unit: • assessment of positioning implementation plan • 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 application of criteria to segment markets, selection of targeting strategies • oral or written questioning to assess knowledge and understanding • presentation of marketing profiling activities • 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: • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG507AInterpret market trends and developments.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised

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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.	
Criteria may include:	• attitude • average order value in units and dollars • desired benefits • business characteristics • consumer needs • demographics • geography • lifestyle • lifetime value in units, dollars and number of transactions • product or service usage • psychographics • recency and frequency of response to direct marketing activities • social and cultural factors
Sources of information for segmenting and profiling markets may include:	• advertising sales representatives • existing research data • industry sources • media representatives • original a priori research (where the market segments are assumed at the beginning and research is used to confirm them) • original response based research • owners or brokers of mail, email and phone lists • sales representatives • website operators
Usefulness in terms of ***size*** may include:	• segments which are large enough to justify the expense of creating distinctive offers and creative executions • small segments which are viable if telephone and email are used as communication media rather than other types of media
Potential may include:	• high response of market segment members to test campaigns • high response to previous campaigns by members of market segments

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RANGE STATEMENT	

Distinctive needs may include:	• specific price points
	• specific products or services
	• specific response vehicles such as:
	  • store visiting only
	  • website only response
	• specific timing of communications such as:
	  • day of week
	  • seasonality
	  • time of day

Easy identification of members may include:	• flags such as:
	  • postcode
	  • date of last purchase
	• geographical location of segment members, such as:
	  • city
	  • metropolitan region
	  • regional centre
	  • rural region
	  • state or territory
	• spending habits such as:
	  • one-off purchasers
	  • subscribers

Distinctive media use patterns may include:	• age • email use • ethnic language television, newspapers and radio • gender • internet use • mobile phone use • special interests
Selection of ***market segments*** may be contingent upon:	• expected frequency of purchase • expected lifetime as customers • expected volume of purchase • how efficiently segment members can be reached with targeted communications • one or more segments
Approaches may include:	• describing total market in dollar or unit terms as gross sales of all other products or services similar to those offered by the organisation

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RANGE STATEMENT	
	• describing total market in prospect terms as those most similar to current customers • identifying consumers with relevant needs • identifying current users of a product or service • identifying people with related characteristics
Prospective users may include:	• market segment users most similar to current customers

Segment descriptors may include:	• demographic descriptions
	• geographic descriptions
	• historic descriptions such as:
	  • volume of purchase
	  • frequency of purchase
	• psychographic descriptions

Strategic marketing options may include:	• advertising strategies such as:
	  • most cost effective creative executions
	  • most cost effective media or media vehicle for each segment
	  • most cost-effective media or media vehicle
	• distribution strategies such as:
	  • one-step
	  • multi-step
	• innovative strategies

Targeting strategies may include:	• anniversary of first purchase • concentrated, differentiated and mass strategies • de-duping prospect lists against customer lists • differentiation and segmentation • ease of entry • frequency of purchase • gender • geography of home or workplace • growth considerations • innovation • market share • media usage • niche markets • price sensitivity • purchasing power • recency of purchase • sales volume

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RANGE STATEMENT	

Standard statistical terms may include:	• categories used by the Australian Bureau of Statistics in collecting and reporting census data
	• media selection terms such as:
	  • behaviouristics
	  • demographics
	  • geo-demographic analysis of census data available from proprietary research suppliers
	  • geographic selections and segmentations

Demographic descriptions may include:	• age • date and place of birth • disability • education • first language • gender • household income • indigenous Australian • languages spoken at home • marital status • nationality • number and age of children • occupation
Psychographic descriptions may include:	• activities • affiliations • attitudes • interests • lifestyle • opinions • political views • values
Positioning strategies may include:	• competitive positioning • conspicuous positioning • convenience of use • convenience to buy • image perceptions • market follower positions • market leader positions • Me-Too positioning • prestige and exclusive positioning

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RANGE STATEMENT	
	• pricing • quality • repositioning • service positioning • uniqueness • value positioning
Marketing requirements may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG402B Analyse consumer behaviour for specific markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour to target marketing to specific markets and specific 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	This unit applies to individuals working in a marketing team who need to analyse consumer behaviour to examine the factors that impact on decisions to purchase products or services. Having thoroughly analysed consumer attitudes and behaviour, recommendations can be made on marketing strategies to increase consumption of the product or service being marketed. This unit analyses consumer behaviour in greater detail than BSBMKG401B Profile the market, which covers more generic profiling, targeting, and positioning strategy development and planning. This unit is relevant to individuals working within a variety of marketing communications occupational roles including advertising, public relations, direct marketing, promotional marketing or personal selling roles.

Licensing/Regulatory Information

Not applicable.

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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 product or service market	1.1. Gather ***information on the market or market segment*** for a product or service in accordance with the marketing plan 1.2. Identify consumer attributes for the market or market segment from the market profile or existing customer data 1.3. Identify and test features of the product or service in accordance with the marketing plan
2. Assess the reasons for existing levels of consumer interest	2.1. Investigate consumer need for the product or service through analysis of trends and past performance 2.2. Review past ***marketing*** or positioning of a product or service in relation to the effectiveness of its focus of appeal 2.3. Assess, test and estimate the impact of ***individual***,

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ELEMENT	PERFORMANCE CRITERIA
	social and lifestyle influences on consumer behaviour for a product or service 2.4. Analyse ***consumer responses*** to previous marketing communications 2.5. Assess ***organisational behaviour*** capability to respond quickly to consumer demand for products or services in accordance with the marketing plan
3. Recommend a focus of appeal for marketing strategies for a product or service	3.1. Ensure marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making 3.2. Present a rationale for the focus of appeal that outlines how influences on consumer behaviour will be used to target effective marketing strategies 3.3. Ensure the focus of appeal meets ***legal and ethical obligations*** and the budgetary requirements of the marketing plan

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 prepare reports with complex marketing concepts
- research skills to investigate overall market trends, past product/service performance and consumer behaviour characteristics.

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, and diversity
  - ethical principles
  - Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - Free TV Australia Commercial Television Industry Code of Practice

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • industry and product or service knowledge • marketing communication concepts and processes • organisational structure, procedures and marketing objectives.

Evidence 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 and presenting an analysis of consumer behaviour including recommendations on what marketing strategies should be developed to influence consumers to be more inclined to purchase a product or service • knowledge of relevant legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to past marketing performance review 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: • analysis of responses to case studies and scenarios • assessment of written reports containing analysis of consumer behaviour and recommendations • demonstration of techniques to analyse consumer behaviour • 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 of analysis conducted and resulting recommendations • oral or written questioning to assess knowledge and

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EVIDENCE GUIDE	
	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: • BSBMKG401B Profile the market • 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.	

Information on the market or market segment may include:	• customer segments such as:
	  • active customers
	  • inactive customers
	  • former customers
	• demographics
	• existing product usage
	• lifestyle
	• non-customer segments such as:
	  • core prospects
	  • non-core prospects
	• social and cultural factors
	• values or attitude factors

Marketing may include:	• business-to-consumer marketing • business-to-business marketing • direct marketing • ideas marketing • marketing of goods

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RANGE STATEMENT	
	• public sector marketing • services marketing • telemarketing
Individual influences may include:	• attitudes • beliefs • learning • past experience • perception • personality • self-image
Social influences may include:	• culture • family background • family decision-maker/s • social class • socioeconomic factors
Lifestyle influences may include:	• aspirations • interests • leisure activities
Consumer responses may include:	• average order value • preferred frequency of contact • preferred medium of contact • preferred medium of response • preferred order size • preferred price point for typical purchase • preferred range of options within a single offer
Organisational behaviour may include:	• contract buying • group decision making • modified re-purchase • new purchases • re-purchase

Legal and ethical obligations may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	• relevant legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as:
	  • protection of children
	  • environmental issues

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RANGE STATEMENT	
	• societal expectations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG408B Conduct market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct market research using interview and survey methodologies (not specialist statistical design and analysis) and to report on findings. 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 non specialist market research personnel who have data and information gathering and analysis as a major part of their role and who are required to conduct market research. These individuals may work in areas such as marketing, communications, strategic planning and organisational development.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 desk research to gather background market information	1.1. Conduct initial desk research using ***appropriate sources*** to gather background market information 1.2. Identify options for ***information collection and collation tools and methods*** 1.3. Determine and seek approval for ***reporting formats*** for market research documentation 1.4. Report initial research findings in approved formats in accordance with organisational procedures
2. Develop research methodology and objectives	2.1. Develop hypotheses and research objectives for market research 2.2. Identify options for quantifying data 2.3. Identify market research ***methodology*** and determine, develop, test and amend required ***survey tools*** 2.4. Determine and test methods of data extraction, collation and analysis
3. Recruit respondents	3.1. Interpret market research plans to identify ***potential respondents*** and their requirements 3.2. Identify respondents in line with ***research and organisational requirements*** 3.3. Recruit respondents in line with the agreed research methodology and organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
4. Gather data and information from respondents	4.1. Prepare and arrange ***resources for data gathering*** 4.2. Gather data and information using survey tools 4.3. Record data and information gathered in approved formats, in accordance with organisational procedures 4.4. Store and safeguard survey information and data in accordance with organisational procedures
5. Analyse research information	5.1. Conduct ***checks*** on quality of data and information collected 5.2. Select ***appropriate techniques*** to summarise data and information 5.3. Design ***software files*** for entering data and information 5.4. Process data using a method appropriate to research design 5.5. ***Interpret and aggregate data and information*** including ***categorisation***, to provide observations relevant to research objectives
6. Prepare research reports	6.1. Collate and assess findings for relevance and usefulness to research objectives 6.2. Prepare ***research reports*** 6.3. Communicate research findings to relevant personnel and stakeholders 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

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- information management skills to categorise, store and retrieve market research information
- innovation and creativity skills to conceptualise, test and refine qualitative and quantitative questionnaires and other tools
- literacy skills to prepare reports containing complex ideas

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REQUIRED SKILLS AND KNOWLEDGE
• research and data collection skills to locate information sources, to design and analyse a market research strategy.
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 principles of equal opportunity, equity, and diversity
  • Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • ethical principles
  • Free TV Australia Commercial Television Industry Code of Practice
  • privacy laws
• marketing communications concepts and processes
• market research principles and practices including:
  • data processing methods and data analysis techniques
  • design of samples
  • development and use of hypotheses
  • research reporting formats
  • roles and uses of qualitative and quantitative research
  • use of survey instruments
• requirements of house or other style manuals or protocols for written communication.

Evidence 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 and implementing a market research survey tool • accurately recording and securely storing survey data in accordance with organisational procedures

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EVIDENCE GUIDE	
	• utilising a range of methodologies to analyse market research information • documenting market research activities and findings in a research report.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources including computer hardware and software • access to exemplar survey tools and recently used survey tools.
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 • analysis of survey tools • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of data collection techniques • observation of presentations of market research results • 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: • 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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Appropriate sources of background market information may include:	• published (including on the internet) data and information from:
	  • articles and advertisements
	  • business advisors
	  • clients and suppliers
	  • conferences
	  • government bodies
	  • industry associations and trade media
	  • other research projects
	  • reports from trade or professional associations annual reports
	  • reports to regulatory or funding bodies
	  • speeches
	• enterprise information such as:
	  • sales data
	  • attendance figures

Information collection and collation tools and methods may include:	• forms for recording information sources reviewed • procedures for abstracting key information and citing sources • rules for including or not including information and data reviewed

Reporting formats may include:	• prose reports
	• verbal presentations
	• visual aids, such as:
	  • charts
	  • photographs
	  • tables

Market research ***methodologies*** may include:	• brand equity research • brand name testing • concept testing • consumer decision process research • depth interviews • descriptive techniques • experimental techniques • focus groups • mystery shopping

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RANGE STATEMENT	
	• observational techniques • projective techniques • qualitative research • quantitative research • random sampling
Survey tools may include:	• handouts • one-on-one discussions • overhead transparencies • questionnaires • small group discussions
Potential respondents may include:	• current, past or potential clients • key stakeholders • persons identified from lists or directories • staff
Research and organisational requirements may include:	• legal requirements • need for respondent to meet demographic or psychographic criteria • need for respondent to represent an organisation, have specific expertise or knowledge, or meet other criteria • quality assurance policy and procedures • requirements for statistical validity in sampling
Resources for data gathering may include:	• appropriate venues and rooms • organisation of tables, chairs, audio and visual equipment, refreshments • audio-visual recording and display devices • telecommunications equipment and facilities

Checks may include:	• ensuring data is:
	  • a true record of interview
	  • accurate
	  • adequately expressed
	  • authentic
	  • complete
	  • not fabricated
	• ensuring others collecting data and information have studied and understood instructions
	• keeping records on data sources, copyright and privacy information
	• rejecting inadequate data and resurveying to overcome gaps

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RANGE STATEMENT	
	• reporting to senior personnel on issues and problems in data collection • where required, verifying records of interview with respondents
Appropriate techniques to summarise data may include:	• charts and tables • coefficient of variation • mean • median • mode • percentile • prose commentary • range • standard deviation • statistical detailed analysis • statistical overview • variance
Software files may include:	• databases with specified forms and fields • spreadsheets with specified axes • word processing programs with specified heading structures, text and table formats
Interpreting and aggregating data and information may include:	• development of further hypotheses based on initial processing of raw data, and statistical tests of these hypotheses • bringing together data or datasets • statistical analysis of raw data using general or specialist software
Categorisation may include:	• creation of a preliminary report table of contents with headings and subheadings under which data and information could be organised • data tabulation in a format appropriate for the type of analysis to be performed • development of basic market segmentation categories by demographic or psychographic characteristics
Research reports may include:	• detailed data analysis • explanation of methodology • key observations and findings • key summaries of data • recommendation and implementation issues • recommendations for future research • references, citations and other correct

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RANGE STATEMENT	
	acknowledgement for all non-original material

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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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		

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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 ***promotional activities*** to ensure compatibility with ***organisational requirements*** 1.2. Plan and schedule promotional activities according to the marketing needs of the organisation 1.3. Determine overall promotional objectives in consultation with ***designated individuals and groups*** 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 ***personnel and resources*** to support promotional activities are identified and prepared to facilitate the achievement of promotional goals 2.2. Identify and agree ***roles and responsibilities*** 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 ***networks*** to assist in the implementation of promotional activities
3. Review and report on	3.1. Analyse audience feedback and data to determine

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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.

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Evidence 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.

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Range Statement

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

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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

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Co-requisite units

Co-requisite units		

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BSBMKG414A Undertake marketing activities

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to plan, implement and manage basic marketing and promotional activities.

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 plan, implement and manage basic marketing and promotional activities.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

This unit covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

This unit covers general and basic marketing and promotional activities that do not require detailed or complex planning or implementation. It could be undertaken as part of a broader role of a person in a small enterprise, or as part of a marketing plan for a larger enterprise.

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.

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Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is 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 marketing activities	1.1 Identify **need** for **marketing activities**
	1.2 Investigate previous marketing activities for relevant information
	1.3 Identify and analyse relevant policies and procedures
	1.4 Identify **outcomes** expected from marketing activities
	1.5 Undertake **analysis** of collected basic marketing information
	1.6 Develop and document **work activity plans** for marketing activities
	1.7 Obtain approval of plans from **relevant enterprise personnel**
2 Implement and manage marketing activities	2.1 Determine and access **resources** required for work activities
	2.2 Undertake marketing activities
	2.3 Assign responsibilities and functions to **relevant personnel performing specific marketing functions**
	2.4 Monitor marketing activities, reviewing and amending activity plans as required

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3 Review marketing activities	3.1 Measure and document outcomes of marketing activities
	3.2 Review marketing activities against expected outcomes and document identified improvements
	3.3 Prepare reports of marketing activities and communicate to relevant enterprise personnel

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

planning skills to develop implementation schedules

problem-solving skills to address issues which may affect plans and their implementation.

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

organisational policies and procedures

specific product knowledge related to goods and services being marketed.

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Evidence Guide

The evidence guide provides advice on assessment 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 implementing marketing activities reviewing the effectiveness of the marketing plan documenting the activities and processes worked with 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 goods/services to be marketed examples of 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: 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 activity plans for marketing activities analysis of responses to case studies and scenarios demonstration of techniques observation of presentations oral or written questioning to assess knowledge of marketing techniques and

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	strategies analysis of documentation outlining the outcomes of marketing activities review of marketing activities 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, advertising or public relations 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.

Need may be determined by:	analysis of sales figures and other performance data analysis of client information direction from relevant enterprise personnel development of new products and services
Marketing activities may include:	attendance at trade shows, conferences and other events basic advertising development and distribution of general promotional and informational materials development and distribution of samples, case studies, testimonials and other evidence of enterprise activity development of displays and signs development of media releases, articles and media background information information sessions for clients, suppliers

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	and stakeholders
	online information
	telephone promotions
Outcomes may include:	projections for potential client inquiries
	projections for detailed potential client follow-up
	projections for sales and service levels
Analysis may include:	market definition, statistics and basic research
	basic market segmentation
	target audience profiles
Work activity plans may include:	human resource plans
	plans for other required resources
	financial plans
	time plans
	detailed implementation plans (covering the how/what/when of activities)
	activity monitoring and evaluation plans
Relevant enterprise personnel might include:	coordinators
	owners
	managers
	section leaders
	supervisors
	team leaders
Resources may include:	human resources
	finance
	resource contributions from suppliers and/or partners
Relevant personnel performing specific marketing functions may include:	administrators
	copywriters
	desktop publishers
	external consultants
	graphic artists and designers

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marketing specialists

printers, sign writers and other tradespeople

Unit Sector(s)

empty

empt

Competency field

Business Development - Marketing

Business Development - Marketing

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BSBMKG415A Research international markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake market research to select markets to pursue. 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 with minimal supervision but with the support and assistance of a more senior person within the organisation. The activities will be focused on the target market and will involve communication and executing tasks across cultural and geographic barriers. The tasks involved in marketing goods and services internationally include selecting and implementing appropriate marketing activities, and monitoring and reviewing marketing performance.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 information about target markets	1.1. Identify ***target markets*** for market research for international markets from brief or manager 1.2. Confirm ***information requirements*** for market research 1.3. Seek ***assistance*** as required, with sourcing and accessing required information 1.4. Identify and access ***sources*** of required information
2. Investigate trends in target markets	2.1. Collate required information from information sources 2.2. Apply ***statistical analysis*** tools to information to identify ***trends*** 2.3. Seek assistance as required, with analysing required information 2.4. Investigate ***causal influences*** 2.5. Document and report identified trends and causal influences to relevant personnel within the organisation
3. Utilise data in decision making	3.1. Base ***decision making*** on available data 3.2. Check consistency of decision making against data, and document a rationale for decision making in

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ELEMENT	PERFORMANCE CRITERIA
	relation to markets to be pursued 3.3. Document and report recommendations to ***relevant personnel*** within the organisation

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 • research and data collection skills to maintain knowledge of potential opportunities • literacy skills to document research findings and recommendations • planning and organising skills to manage timelines.
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:
  • International Commercial Terms (INCOTERMS)
  • trade modernisation legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act
  • Trade Practices Act
  • Warsaw Convention
  • World Trade Organisation determinations
• cultural aspects relevant to international markets researched
• market research techniques and tools
• required formats for reporting outcomes of research
• available external and internal information sources related to international markets.

Evidence Guide

EVIDENCE GUIDE
The Evidence Guide provides advice on assessment and must be read in conjunction with the

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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: • identifying and documenting trends in the target market • analysing information to validate trends • making decisions based on available data • knowledge of relevant Australian, international and local 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 • access to relevant workplace documents • access to information sources used by candidate.
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 documenting and reporting of identified trends • analysis of responses to case studies and scenarios • observation of presentations of research about international markets • oral or written questioning to assess knowledge of cultural aspects relevant to international markets researched • assessment of documentation reporting decision making recommendations in relation to markets to be pursued.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • research units • international business units • other marketing units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Target markets may include:	• specific country or countries • geographic region/s within specific country or countries • specific sub-groups within selected areas • combinations of above
Information requirements may include:	• balance of payments data • competitors • cultural and social influences of consumers • demand and unmet demand • demographic data • economic and socioeconomic data • regulations on foreign investment • size of market segments • tariff and non-tariff barriers
Assistance may be sought from:	• Austrade, state/territory departments and agencies, chambers of commerce • industry or trade associations, other private organisations, consultants • manager and colleagues within organisation
Sources may include:	• academic publications and personnel • Austrade, state/territory departments and agencies, chambers of commerce • trade and business publications
Statistical analysis may include:	• measures of central tendency • measures of dispersion • nature and degree of relationship between variables • normal distribution probability curve • sampling • time series analysis

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RANGE STATEMENT	
Trends may include:	• buying patterns • changes in demand and unmet demand • demographics of decision maker/purchaser • imports versus local sales • seasonal variations
Causal influences may include:	• attitude towards Australia and Australian products and services • consumer awareness • cultural considerations related to values, beliefs • current availability of products or services • economic or socioeconomic factors • local alternatives to product or service • perceptions of potential consumers
Decision making may refer to:	• market entry strategy to be adopted • markets selected for more in-depth research • markets to be pursued
Relevant personnel may include:	• chief executive officer of organisation, board of directors • client for market research • manager or supervisor • marketing manager

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG416A Market goods and services internationally

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to market goods and service internationally in line with the organisation's marketing plan and marketing strategy for a specified international target market. 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 marketing who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide leadership and guidance to others and have limited responsibility for the output of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 appropriate marketing activities	1.1. Access marketing plan and marketing strategy for specific international target market 1.2. Seek ***clarification*** as required, to interpret marketing plan and marketing strategy 1.3. Draw up a potential range of ***marketing activities*** 1.4. Select activities based on cultural and social appropriateness, cost, viability and suitability in relation to market research undertaken 1.5. Seek and obtain ***assistance*** as required, to select appropriate marketing activities 1.6. Document selected marketing activities with costs and rationale for selection and obtain ***approval*** for implementation
2. Implement international marketing activities	2.1. Prioritise marketing activities and obtain resources for their implementation 2.2. Brief ***persons*** involved in the marketing effort on their roles and responsibilities as members of a self-managed team to ensure the success of marketing strategies 2.3. Implement promotional activities in accordance with marketing objectives and budgetary requirements

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Assign responsibility for ongoing monitoring of marketing activities and evaluate business performance against objectives and targets 2.5. Ensure implementation of marketing activities meets ***legal***, ***ethical and safety requirements***, ***and cultural considerations***
3. Monitor and review marketing performance	3.1. Monitor progress against performance, analyse performance gaps and take corrective action as required 3.2. Analyse over-performance against targets for trends and set new targets 3.3. Encourage all staff involved in marketing activities to propose ways to improve marketing performance 3.4. Implement ***processes*** to gather customer reaction to all aspects of the marketing mix to improve targeting and outcomes 3.5. Conduct ongoing research of customer and business requirements to identify ***opportunities for change and improvement*** and their timing 3.6. Analyse changes in market phenomena for new business opportunities

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 sufficient to document marketing activities and strategies
- communication and negotiation skills to seek and use feedback to improve current practice.

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:
  - International Commercial Terms (INCOTERMS)

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REQUIRED SKILLS AND KNOWLEDGE
• trade modernisation legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act • Trade Practices Act • Warsaw Convention • World Trade Organization determinations • organisational client relationship strategy • marketing concepts, principles and strategies • evaluation and monitoring principles and strategies.

Evidence 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: • implementing culturally appropriate marketing and promotional activities • monitoring market performance • identifying and making improvements to marketing activities and strategies • knowledge of relevant Australian, international and local legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant workplace documents • access to customer feedback • 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

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EVIDENCE GUIDE	
	reports of on-the-job performance by the candidate • review of documentation for selected marketing activities • analysis of responses to case studies and scenarios • observation of marketing presentations on goods and services • oral or written questioning to assess knowledge of evaluation and monitoring principles and strategies • assessment of analysis of changes in market phenomena for new business opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • 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.	
Clarification may be sought from:	• consultants • manager, supervisor or relevant specialist staff • specialist staff involved in marketing
Marketing activities may include:	• advertisements • client functions • demonstration activities • distribution of free samples • employee functions • media announcements • product launches • web pages
Assistance may be sought from:	• Austrade, state/territory departments and agencies, chambers of commerce

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RANGE STATEMENT	
	• industry or trade associations, other private organisations, consultants • manager and colleagues within organisation
Approval may be obtained from:	• client • manager or supervisor • owner of organisation, chief executive officer, board of directors
Persons may include:	• colleagues and self • consultants • overseas agents and representatives
Legal and ethical requirements and cultural considerations may include:	• cultural expectations and influences • environmental issues • ethical principles • legislation e.g. Trade Practices Act • policies and guidelines • regulations and codes of practice • safety issues • security and privacy issues • social responsibilities • societal expectations

Safety requirements may include:	• occupational health and safety considerations, for example:
	  • establishing procedures for staff safety and security at promotional events
	  • health and safety arrangements for contractors
	  • safe handling of equipment and substances
	  • safety of staff working in remote and isolated locations e.g. communication arrangements

Processes may include:	• advertisements • client functions • consultants • demonstration activities • distribution of free samples • employee functions • manager or supervisor or relevant specialist staff • media announcements • product launches

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RANGE STATEMENT	
	• specialist staff involved in marketing • web pages
Opportunities for change and improvement may include:	• ancillary services • delivery times/quality • market positioning • packaging • pricing structure • product/service configuration • raw materials

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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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	

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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

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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

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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

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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.	
Information on market and business needs may include:	• comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability

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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

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RANGE STATEMENT	
	• owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG502B Establish and adjust the marketing mix

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the optimum marketing mix for a business through analysis of inter related marketing 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 individuals in marketing management roles responsible for developing the marketing and promotional mix within an organisation. They may also adjust the marketing mix when new marketing opportunities have been identified. The skills and knowledge required to evaluate and identify new market opportunities are covered in BSBMKG501B Identify and evaluate marketing opportunities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 each component of the marketing mix	1.1. Identify key ***characteristics of products or services*** and estimate their significance to the market 1.2. Review pricing policy and analyse ***pricing variables*** to determine their effect on demand 1.3. Analyse ***promotional methods*** to determine their importance to ***marketing*** outcomes 1.4. Review ***channels of distribution*** and estimate their significance in relation to marketing outcomes 1.5. Identify and analyse ***level of customer service*** provision to determine its significance to marketing outcomes 1.6. Identify potential customer base and key pressure points for success 1.7. Analyse and test the effect of the components of ***marketing mix*** on each other, and establish their relative importance to customer base
2. Determine marketing	2.1. Identify and asses environmental factors for their

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ELEMENT	PERFORMANCE CRITERIA
mix for specific markets	impact on marketing mix 2.2. Identify ***consumer priorities***, ***needs and preferences*** that affect marketing mix 2.3. Consider product, pricing, promotional, distribution and service variations, and evaluate these against marketing objectives, target market characteristics and desired positioning 2.4. Select marketing mix that best satisfies target market and meets marketing objectives 2.5. Ensure marketing mix decision meets organisational, strategic and operational marketing objectives
3. Monitor and adjust marketing mix	3.1. Monitor marketing mix against marketing performance and isolate components for testing 3.2. Evaluate implications of altering one or more components of marketing mix in relation to market factors and consumer response 3.3. Adjust components of marketing mix in response to test results and evaluation of market response 3.4. Ensure adjusted marketing mix meets budgetary requirements 3.5. Ensure adjusted marketing mix continues to meet organisational, strategic and operational marketing objectives, and desired positioning

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 market information, to write in a range of styles for different audiences and to interpret requirements • numeracy skills to interpret testing results and to manage marketing budgets • organisational and time management skills to design and adjust a marketing mix.
Required knowledge
• key provisions of relevant legislation from all forms of government that may affect

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REQUIRED SKILLS AND KNOWLEDGE
aspects business operations, codes of practice and national standards such as: • anti-discrimination legislation and principles of equal opportunity, equity 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 • privacy laws • Trade Practices Act • organisational policies, procedures, products and services • principles and concepts of marketing such as consumer or buyer behaviour and elements of marketing mix • statistical 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 a report containing a description of activities undertaken to establish a marketing mix in an organisation, including information on each element of the marketing mix, such as: • levels of customer service to be provided • how a product or service will be distributed • how a product or service will be priced • whether additional products or services will be offered • how the product or service will be promoted • reporting on at least one review of the success of marketing mix activities developed including coverage of any necessary adjustments made.
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual or simulated workplace • access to office equipment and resources • access to organisational and marketing strategic 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 the marketing mix • 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 the marketing mix or changes made to the marketing mix • 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: • BSBMKG501B Identify and evaluate marketing opportunities • 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.	
Characteristics of products or services may include:	• brand • brand loyalty

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RANGE STATEMENT	
	• compatibility with other products, services or equipment • degree of customisation • design • durability • ease of maintenance • features • flexibility • functional performance • innovativeness • occupational health and safety issues • packaging • pollution hazard reduction • quality • range of size, colour or other factors • reduction of risks to health and safety, such as noise • robustness • styling • technical features • upgrading • volumes available
Pricing variables may include:	• cost of ownership • credit terms • discount percentages • discount structure • financial deals • leasing arrangements • price point chosen • psychological elements • residual value • sales • special offers • stage payments

Promotional methods may include:	• impersonal promotion such as:
	  • advertising
	  • sales promotion
	• personal promotion such as:
	  • direct marketing
	  • face-to-face selling

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RANGE STATEMENT	
	• personal selling • segmentation
Marketing may include:	• business-to-business marketing • direct marketing • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Channels of distribution may include:	• dealers • delivery service • distributors • e-business • franchisees • internet • mail order • podcasts • re-seller • retail • self-service • telesales • wholesale
Level of customer service may include:	• after sales service • call centre support • electronic client service • no customer service • one-on-one personal service • sales assistance for problems or queries only
Marketing mix may include:	• customer service variables • distribution variables • pricing variables • product or service variables • promotional variables
Customer priorities, ***needs and preferences*** may include:	• required or preferred products/services • preferred price point • preferred purchase volume in units and in dollars • preferred method of payment • preferred time and place for responding

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RANGE STATEMENT	

	• preferred time and place to take delivery
	• preferred medium to respond to direct response offers such as:
	  • in person
	  • mail
	  • phone
	  • website

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG506B Plan market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan market research by identifying market research needs, defining market research objectives, identifying data gathering approaches and developing a market research 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 in a non market research organisation who conduct market research planning at a managerial level. While market research planning can be undertaken as part of a broader role, it does require a good general knowledge of market research principles and practices, and a detailed understanding of the organisation's operations, objectives and the application of market research. This unit applies to managers who allocate responsibility to team members who conduct market research, covered by BSBMKG408B Conduct market research.

Licensing/Regulatory Information

Not applicable.

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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 market research needs	1.1. Communicate role of market research in enterprise operations to ***relevant personnel*** 1.2. Identify ***contribution of market research*** to enterprise activity 1.3. Analyse ***enterprise planning and performance documentation*** to determine ***research needs*** 1.4. Consult relevant personnel to determine research needs 1.5. Develop statement of market ***research needs***
2. Define market research objectives	2.1. Draft research objectives 2.2. Undertake preliminary ***project scoping*** 2.3. Consult with relevant personnel on draft research objectives to ensure relevant and useful information

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ELEMENT	PERFORMANCE CRITERIA
	is gathered 2.4. Review and finalise draft objectives in light of scoping parameters
3. Define data gathering approaches	3.1. Identify ***types of data*** required to inform objectives 3.2. Determine combinations of types of data to best inform objectives 3.3. Identify and evaluate suitable ***data gathering methods*** 3.4. Identify data sources 3.5. Quantify required data 3.6. Identify and evaluate suitable ***data processing methods*** 3.7. Make ***decisions*** in relation to data types, combinations, gathering methods, sources, quantities and processing methods
4. Develop market research plan	4.1. Estimate resources and time lines required for market research projects 4.2. Determine ***feasibility of market research projects*** 4.3. Prepare market research plan for approval 4.4. Obtain approval to implement plan from appropriate personnel as required

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• financial skills to set and manage market research budgets • negotiation skills to gain approval for proposals from senior management • organisational and time management skills to develop complex market research plans including time lines and options • research and data collection skills to determine organisational market research requirements.
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

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REQUIRED SKILLS AND KNOWLEDGE
as: • anti-discrimination legislation and principles of equal opportunity, equity and diversity • ethical principles • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice • privacy laws • Trade Practices Act • market research principles and practices including: • data processing methods and data analysis techniques • project design to meet given budgets and other resource constraints • design of samples • development and use of hypotheses • role of research in enterprise development • roles and uses of qualitative and quantitative research • use of survey instruments • project planning principles and practices including for: • consultation and stakeholder involvement • development of time lines, budgets and other implementation plans • gaining of approvals • needs analyses • scoping practices • statistical methods and 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 defining market research requirements in an organisation • developing a documented market research plan describing the scope, objectives, time and budget for

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EVIDENCE GUIDE	
	market research to be undertaken by an organisation.
Context of and specific resources for assessment	Assessment must ensure: • access to data and information records from previous marketing research activities • 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 documented market research planning activity reports and plans • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of communication with team members and senior management to refine market research planning activities • observation of presentations on market research plan • oral or written questioning • 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 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.	
Relevant personnel may include:	• clients • customers

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RANGE STATEMENT	
	• enterprise owners • managers • supervisors • suppliers

Contribution of market research may include:	• best practice
	• information about competitors, clients, stakeholders
	• information to enable predictions for:
	  • marketing
	  • policy making
	  • service development and delivery
	  • strategic planning

Enterprise planning and performance documentation may include:	• correspondence • financial reports • information about sales and sales force performance • internal reports

Research needs may include:	• research on competition:
	  • comparing consumer attitudes to an organisation's services and those of competitors
	  • identifying frequency of use of competitors' products and services
	  • identifying key competitors and their strengths
	  • measuring awareness
	• research on consumers:
	  • developing detailed consumer profiles
	  • identifying changes in attitudes and behaviour patterns
	  • identifying existing, potential or lapsed consumers
	• research on place:
	  • identifying attitudes towards location
	  • identifying cooperative opportunities for distribution of information or services
	  • identifying demand for products or services at other locations
	• research on pricing:
	  • identifying attitudes towards prices

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RANGE STATEMENT	
	• identifying costs • testing alternative pricing strategies • research on products and services: • evaluating competitors' products • evaluating consumer attitudes towards presentation and packaging • identifying potential new products or services or ones which may be at the end of their life cycle • measuring attitudes towards existing products or services • research on promotion: • measuring advertising and promotion effectiveness • testing alternative messages • testing and comparing different media options
Project scoping may include:	• human, financial and physical resources required and available • need for external market research assistance • possible research locations • possible research methodologies • possible sample size and nature of sample • time required and available to conduct research
Types of data may include:	• formal or informal comments and other feedback from client, customers, staff and others • government statistics • industry planning information • qualitative data • quantitative data • sales figures
Data gathering methods may include:	• case study investigation • focus groups • literature searches • mail surveys • one-on-one interviews in person or by telephone • personal observation of performance

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RANGE STATEMENT	
	• structured or informal small group discussions • supervised or unsupervised completion of questionnaires or other survey tools by respondents • use of questionnaires and other tools by staff to record data about enterprise activities
Data processing methods may include:	• data processing service experts • manual or personal methods • packaged analysis routines or programs • specialist software packages
Decisions may include:	• choices achievable with available resources, and costs and benefits of choices • choices consistent with organisational policies and procedures • choices that will best satisfy the research objectives
Feasibility of market research projects may include:	• likely ease of implementing the recommendations • quality and credibility of the methodology • ultimate usefulness of the research • whether similarly valid results can be obtained by other means

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMKG507A Interpret Market Trends And Developments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct an analysis of market data in order to determine organisational and competitor business performance, and to prepare market and business forecasts that assist in targeting marketing activities and in drawing up a marketing 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 marketing professionals who use statistical techniques to analyse organisational and competitor marketing performance, and to interpret new and emerging trends when forecasting future business needs. Information gathered is used to assist in developing an organisation's marketing plan and to determine the current or potential future success of marketing strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 trends and market developments	1.1. Use ***statistical analysis*** of market ***data*** to interpret ***market trends and developments*** 1.2. Analyse market trends and developments for their potential impact on the business 1.3. Use ***measures of central tendency or dispersion and correlations*** between ***sets of data*** for quantitative interpretation of comparative market data 1.4. Perform qualitative analysis of ***comparative market information*** as a basis for reviewing business performance 1.5. Analyse the market ***performance of existing and potential competitors*** and their products or services, to identify potential ***opportunities*** or ***threats***
2. Analyse qualitative results	2.1. Analyse performance data from all areas of the business to determine success of marketing activities 2.2. Identify over-performing and under-performing

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ELEMENT	PERFORMANCE CRITERIA
	products and services to be considered for redevelopment or withdrawal 2.3. Forecast existing and emerging market needs based on information available using ***forecasting techniques***
3. Report on market data	3.1. Prepare, plot and interpret data for visual presentation 3.2. Assess visual presentation for potential problems, and take any necessary corrective action 3.3. Report on analysis of market data to meet organisational requirements in terms of content, format, level of detail and scheduling

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- facilitation and presentation skills to present statistical findings
- literacy skills to prepare reports containing complex ideas and concepts
- numeracy skills to use a range of statistical analysis techniques and elementary probability.

Required knowledge

- economic, social, and industry directions and trends
- 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
  - consumer laws including appropriate state/territory legislation
  - ethical principles
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - Trade Practices Act
- software applications especially spreadsheets and statistical packages, and use of the internet

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REQUIRED SKILLS AND KNOWLEDGE
• statistical methods and techniques, and reporting 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: • applying a range of statistical techniques to analyse market trends and developments, current marketing performance and comparative market information • documenting analysis of market data including visual presentation of findings.
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: • analysis of responses to case studies and scenarios • assessment of written reports presenting findings of statistical analysis • demonstration of statistical and forecasting techniques in the workplace • 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 • 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,

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EVIDENCE GUIDE	
	for example: • BSBMKG401B Profile the market • BSBMKG402B Analyse consumer behaviour for specific markets • BSBMKG501B Identify and evaluate marketing 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 wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	

Statistical analysis may include:	• conversion rate of leads to sales
	• measures of central tendency particularly for such things as:
	  • average order value
	  • average response rate
	• measures of dispersion
	• nature and degree of relationship between variables
	• net response rate
	• normal distribution probability curve
	• sampling
	• time series analysis such as:
	  • speed of response curve
	  • recency or frequency grids
	  • lifetime value of customers
	  • net present value of customers

Data may include:	• charts • curves • graphs • spreadsheets
Market trends and developments	• changes in technology

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RANGE STATEMENT	
may include:	• changes in supplier prices • demographic trends • ecological and environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • penetration of new technologies • social and cultural factors
Measures of central tendency or dispersion and correlations may include:	• cross-tabulations for grouped or ungrouped data • mean • median • mode • Z, T and chi square tests

Sets of data may include:	• geodemographic segmentations available from proprietary suppliers such as:
	  • ACORN
	  • MOSAIC
	  • PRIZM
	• segmentation by customer lists such as:
	  • average order value by units or dollars
	  • geography
	  • lifetime value by units, dollars and transactions
	  • recency and frequency or response/purchase
	• segmentation of the prospect list by:
	  • demographic match with customers
	  • geographic match with customers
	  • psychographic match with customers

Comparative market information may include:	• best practice information
	• books and articles, including:
	  • academic
	  • business
	  • general
	  • industry
	• brochures

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RANGE STATEMENT	
	• direct mail packages • documentaries and interviews on broadcast media • inter-firm comparison data • international benchmarking • internet • public or proprietary research • speeches

Performance of existing and potential competitors may include:	• comparisons about:
	  • corporate share price
	  • market share
	  • number of customers
	  • profitability
	  • sales in units or dollars

Opportunities may include:	• alliances
	• cooperative ventures
	• exports
	• extending, expanding or otherwise changing an existing business through:
	  • increasing customer numbers
	  • increasing average order value
	  • increasing lifetime value of the customer
	  • reducing costs of marketing
	  • improving current products/services
	  • developing new distribution channels
	• franchising
	• joint ventures
	• 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

Threats may include:	• new competitor entering the market • new products or services being launched by existing competitors • increased number of inactive customers resulting in reduced average lifetime • reduced average order value resulting in reduced average lifetime value

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RANGE STATEMENT	
Forecasting techniques may include:	• Delphi techniques • model building • projection • scenario planning • surveys of intentions • top-down forecasting bottom-up forecasting

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG511A Analyse data from international markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse data from international markets. 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 managerial responsibility for interpreting international trends and market developments, interpreting competitor market performance and reporting on market data. The purpose and intent of reporting on market data is to assist the organisation to target marketing activities and to draw up marketing plans.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 trends and market developments	1.1. Use ***statistical analysis*** of Australian and international market data to interpret international market trends and developments 1.2. Analyse ***trends and developments*** within Australia and relevant international settings for their potential impact on international business activity within target market 1.3. Identify ***aspects of culture*** that may have an impact on international business activity within target market 1.4. Use ***measures of central tendency/dispersion and correlations*** between sets of data for quantitative interpretation of comparative international market data 1.5. Perform qualitative analysis of ***comparative international market information*** as a basis for reviewing business performance in international settings
2. Interpret competitor market performance	2.1. Analyse the international market performance of existing and potential competitors and their products or services to identify potential ***opportunities*** or threats 2.2. Compare international business performance to that of competitors to identify market position

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ELEMENT	PERFORMANCE CRITERIA
3. Report on market data	3.1. Prepare, plot and interpret data for ***visual presentation***
	3.2. Assess visual presentation for potential problems and take corrective action if necessary
	3.3. Ensure report meets organisational requirements in terms of content, format and level of detail
	3.4. Submit report 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

- analytical skills to profile international markets, audiences and segments
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- evaluation and assessment skills to investigate international business opportunities
- literacy skills to write reports with complex ideas and concepts
- technology skills to use a range of software to collect and analyse international market data.

Required knowledge

- cultural, historical, political, economic and general knowledge of international events that may have an impact on international business activity
- 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:
  - Customs Act
  - Dangerous Goods Act
  - International Commercial Terms (INCOTERMS)
  - trade modernisation legislation: Customs Legislation Amendment and Repeal Act, Import Processing Charges Act, Customs Depot Licensing Charges Amendment Act
  - Trade Practices Act
  - Warsaw Convention
  - World Trade Organisation determinations
- sources of external and internal information on international markets

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REQUIRED SKILLS AND KNOWLEDGE
• research, data analysis and statistical analysis techniques relevant to market data • variety of statistical techniques for use in analysing market 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	Evidence of the following is essential: • analysis of market data to inform the process of targeting marketing activities and the drawing up of a marketing plan • examples where the candidate has analysed and reported on market data, including interpreting trends and market developments and competitor market performance data • documentation of results of analysis in a report • knowledge of cultural, historical, political, economic and general knowledge of international events that may have an impact on international business activity.
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 workplace documents including completed reports • access to information sources used by candidate.
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 comparison of international business

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EVIDENCE GUIDE	
	performance to that of competitors • analysis of responses to case studies and scenarios • demonstration of data analysis techniques • observation of presentations • oral or written questioning to assess knowledge of international markets and strategies • assessment of data analysis reports.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG517AAnalyse consumer behaviour for specific international markets.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Statistical analysis may include:	• measures of central tendency • measures of dispersion • nature and degree of relationship between variables • normal distribution probability curve • sampling • time series analysis
Trends and developments may include:	• changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities e.g. interest rates, deregulation • industrial trends • political events such as:

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RANGE STATEMENT	
	• wars • internal conflicts • forthcoming elections • social and cultural factors
Aspects of culture may include:	• attitude of overseas countries to Australia and Australians • degree of fiscal conservatism or liberalism within culture • family structures, and usual purchasers and decision makers in families • religion • values and beliefs
Measures of central tendency/dispersion and correlations may include:	• benchmarking against Australian performance • cross-tabulations • grouped or ungrouped data • inter-firm comparison data • international benchmarking • mean • median • mode • Z, T and chi square tests
Comparative international market information may include:	• benchmarking against Australian performance • best practice information • inter-firm comparison data • international benchmarking
Opportunities may include:	• cooperative ventures • extending, expanding or otherwise changing an existing business • franchising • joint ventures • new products or services for existing markets • new products or services for new international settings or within other regions of existing international settings • potential for greater penetration of existing markets with existing products or services • strategic alliances
Visual presentation may include:	• desktop published reports of market data • graphical data including pie/bar/column graphs

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RANGE STATEMENT	
	• material using a variety of media such as video, audio, CD-ROM, photographs, slides, film

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG513A Promote products and services to international markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to promote products and/or services of the business within specified international markets. 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 managerial responsibility for promoting products and/or services to international markets. This includes planning, coordinating, reviewing and reporting on promotional activities. Management of promotional activities may involve geographic separation from these activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Access marketing plan for international business activity to inform planning of promotional activities 1.2. Access relevant ***information sources*** to support planning of promotional activities 1.3. Identify and assess ***promotional activities*** to ensure compatibility with ***organisational requirements*** and ***cultural appropriateness*** 1.4. Plan and schedule promotional activities according to the marketing needs of the organisation 1.5. Determine overall promotional objectives in consultation with ***designated individuals and groups*** both in international and domestic settings 1.6. Ensure time lines and costs for promotion of activities are realistic and consistent with budget resources 1.7. Develop action plans to provide details of products and/or services being promoted
2. Coordinate promotional activities	2.1. Identify and prepare ***personnel and resources*** to support promotional activities, both in international and domestic settings, to facilitate the achievement of promotional goals 2.2. Identify, agree upon and allocate ***roles and responsibilities*** of overseas and domestic personnel for delivery of promotional activities

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ELEMENT	PERFORMANCE CRITERIA
	2.3. Establish and conduct relationships with targeted groups in overseas settings in a manner which enhances the positive image of the organisation 2.4. Supervise and support roles and responsibilities of overseas personnel involved in promotional activities 2.5. Use ***international business networks*** to assist in the implementation of promotional activities
3. Review and report on promotional activities	3.1. Analyse audience feedback and data to determine the impact of the promotional activity on the delivery of products and/or services 3.2. Assess the effectiveness of planning processes to identify possible improvements in future international promotional activities 3.3. Collect and provide ***feedback*** to personnel and agencies involved in the promotional activity both in international and domestic settings 3.4. Analyse costs and time lines to evaluate the benefits accruing from the internationally based promotional activities 3.5. Prepare conclusions and recommendations from verifiable evidence and provide constructive advice on future directions of internationally based promotional activities

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
- interpersonal skills to establish rapport and build relationships with clients
- organisational and time management skills to sequence tasks and meet time lines
- research, data collection, assessment and evaluation skills to determine appropriate promotional activities for international markets
- technology skills to record and use information gathered about promotional activities.

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• available overseas media
• cultural characteristics of groups within target market
• international business networks
• marketing strategies and promotional activities
• 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:
  • bilateral or regional trade agreements
  • occupational health and safety (OHS)
  • Trade Practices Act
  • World Trade Organisation rules.

Evidence 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: • demonstration of planning, coordinating and reviewing of promotional activities to align with marketing plans and market research undertaken for the international markets selected • report detailing promotional activities undertaken and recommendations to inform and guide future promotional activities in international settings • knowledge of relevant Australian, international and local legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to workplace documents including completed reports • access to feedback on activity from overseas personnel/clients.

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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 on promotional 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 promoting goods, services or organisation to international clients or business associations/networks • observation of techniques used when undertaking promotional activities • oral or written questioning to assess knowledge of cultural characteristics of groups within target market • review of action plans developed to provide details of products and/or services being promoted • analysis of audience feedback and data • assessment of conclusions and recommendations prepared and advice on future directions of internationally based promotional activities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • 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.	
Information sources may include:	• academics and training providers • Austrade and other Australian, state/territory

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RANGE STATEMENT	
	government departments and agencies • overseas embassies, consulates, government departments and agencies within Australia and overseas • trade and industry publications
Promotional activities may include:	• advertisements • client functions • demonstration activities • distribution of free samples • employee functions • media announcements • product launches • web pages
Organisational requirements may include:	• access and equity principles and practice • allocation of responsibilities for products and/or services • confidentiality and security requirements • consideration of cultural issues • defined resource parameters • ethical standards • filing and documentation storage processes • goals, objectives, plans, systems and processes • legal and organisational policy/guidelines and requirements • OHS policies, procedures and programs • payment and delivery options • pricing and discount policies • quality and continuous improvement processes and standards • quality assurances and/or procedures manuals • replacement and refund policy and procedures
Cultural appropriateness refers to:	• appropriateness of activity related to the culture of countries selected for promotion of products and/or services
Designated individuals and groups may refer to:	• colleagues • committees • customers • external organisations such as Austrade, state/territory government departments and agencies, chambers of commerce • line management

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RANGE STATEMENT	
	• supervisor
Personnel and resources may refer to:	• contractors engaged for specific purposes within promotional activity • management • marketing funds • organisational personnel both in international and domestic settings • promotional products • samples • technology • time • venue
Roles and responsibilities may include:	• codes of conduct • considerations of cultural issues • contractual arrangements with consultants or specialists hired for promotional activity • 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
International business networks may refer to:	• formal or informal networks • government sponsored networks through Austrade or state/territory government agencies, chambers of commerce • individuals, groups, organisations • personal or business networks • professional or trade networks
Feedback may be collected from:	• customer/client response data • employee data • focus groups • market share data • sales orders • word-of-mouth reports

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG514A Implement and monitor marketing activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement marketing activities described in a marketing plan, to monitor their effectiveness in meeting organisational marketing objectives, and take actions to improve marketing 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 individuals working in marketing management positions who are responsible for implementing and monitoring organisational marketing strategies. In this role they would usually lead and coordinate a marketing team, implement the marketing plan, monitor the performance of marketing strategies and evaluate their effectiveness. They also involve team members in identifying improvements to marketing strategies and formulating recommendations for future marketing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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. Implement marketing strategies and tactics	1.1. Brief ***stakeholders*** who participated in the ***marketing*** planning process on their implementation roles and responsibilities 1.2. Identify and brief marketing and ***non-marketing personnel*** critical to the success of the marketing plan, on the objectives of the plan, performance measures, and their roles and responsibilities 1.3. Prioritise marketing strategies and identify ***resources*** for their implementation, in accordance with organisational requirements 1.4. Implement communication and team building strategies to ensure that personnel responsible for each element of the ***marketing mix*** work together to meet the organisation's marketing objectives 1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with the marketing plan
2. Monitor marketing strategies and tactics	2.1. Monitor and implement promotional activity against communication objectives in the marketing plan 2.2. Monitor product, pricing and distribution decisions against organisational policy and the objectives of the marketing plan 2.3. Monitor marketing results against targets in the marketing plan 2.4. Monitor marketing revenue and costs against budget, and analyse record variations 2.5. Prepare and present marketing reports that indicate ongoing progress towards marketing objectives
3. Evaluate and improve marketing performance	3.1. Regularly assess marketing performance against objectives 3.2. Identify opportunities for improvement through discussion with customers and personnel responsible for each element of the marketing mix 3.3. Change business practices in line with changing customer requirements to maintain business relevance and viability 3.4. Document recommendations for improvement in accordance with organisational requirements 3.5. Communicate changes to marketing objectives and targets with relevant stakeholders, to facilitate implementation

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 prepare complex reports on marketing performance • numeracy skills to analyse marketing performance, revenue and cost • teamwork skills to manage a marketing team.
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• organisational strategic and marketing objectives, plans and performance measures
• principles of the marketing mix
• 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
  • ethical principles
  • marketing codes of practice and conduct such as the Australian Direct Marketing Association (ADMA) Direct Marketing Code of Practice
  • privacy laws
  • Trade Practices Act.

Evidence 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: • successfully implementing marketing strategies identified in an organisation's marketing plan • coordinating personnel involved in conducting marketing activities • monitoring, evaluating and reporting on marketing activities against defined objectives • modifying marketing activities in line with new or emerging trends.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational and marketing strategic 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:

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EVIDENCE GUIDE	
	• analysis of responses to case studies and scenarios • assessment of written reports on marketing performance • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of team management activities • observation of presentations on marketing performance reports • oral or written questioning • 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 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.	
Stakeholders may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
Marketing may include:	• business-to-business marketing • direct marketing

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RANGE STATEMENT	
	• ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Non-marketing personnel may include:	• advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
Resources may include:	• financial • human • IT • physical • technical

Marketing mix may include:	• distribution
	• level of service
	• pricing
	• product or service variables such as:
	  • design
	  • quality
	  • range
	  • safety features
	  • technical features
	• promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

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Co-requisite units

Co-requisite units		

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BSBMKG516A Profile international markets

Modification History

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to select and confirm an appropriate international market.

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 select and confirm an appropriate international market.

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 with managerial responsibility for selecting and confirming appropriate international market/s by identifying the target market, profiling the target market and developing a positioning strategy.

This unit applies to individuals with managerial responsibility for selecting and confirming appropriate international market/s by identifying the target market, profiling the target market and developing a positioning strategy.

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.

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Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is 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 Select potential international markets for further investigation	1.1 **Determine readiness** to market products or services internationally
	1.2 List potential international markets for further investigation
	1.3 Identify **information sources** to inform process for selection of international markets
	1.4 Determine and document **criteria** to determine suitability of international markets for product or service
	1.5 Access and use information sources to determine suitability of international markets for product or service to be marketed
	1.6 Select international markets for profiling
2 Identify the target market	2.1 Evaluate and choose **approaches** to determining and describing the total market within selected countries for a product or service
	2.2 Define the target market for a product or service in terms of prospective **users/consumers,** the selected market segment/s and cultural appropriateness of the product or service
	2.3 Use segment descriptors to describe the target market

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		2.4 Identify available marketing strategic options and select the **targeting strategy** that best meets the requirements of the marketing plan
		2.5 Check the cultural appropriateness of the chosen targeting strategy using available information sources
3	Profile the target audience	3.1 Describe the total and selected market and the selected market segment/s in the form of a consumer profile
		3.2 Ensure the consumer profile identifies consumer characteristics in standard **statistical terms** and/or the descriptive terms used in media selection
		3.3 Use **demographic data** and/or **psychographic descriptions** in the consumer profile in accordance with the requirements of the marketing plan
		3.4 Ensure the profile meets organisational requirements in terms of language, format, content and level of detail
4	Develop a positioning strategy	4.1 Identify available **positioning strategies** are and choose a strategy to meet **marketing requirements** and the consumer profile including the culture of profiled groups
		4.2 Check cultural appropriateness of chosen positioning strategies using available information sources
		4.3 Write a positioning implementation plan in accordance with organisational requirements

Required Skills and Knowledge

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

Required skills

analytical skills to profile international markets, audiences and segments

culturally appropriate communication skills to relate to people from diverse backgrounds

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and people with diverse abilities

evaluation and assessment skills to investigate international business opportunities

literacy skills to write reports with complex ideas and concepts

research and information-gathering skills to obtain information about prospective international markets, audiences and segments

technology skills to use a range of software to conduct market profiling activities.

Required knowledge

cultural aspects relevant to international markets profiled

market profiling techniques and related software programs

organisational requirements for presentation of completed profile

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:

occupational health and safety

Privacy Act

Trade Practices Act

World Trade Organisation determinations

sources of external and internal information on international markets.

Evidence Guide

The evidence guide provides advice on assessment 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: completed profiles where candidate has documented potential international markets based on established criteria, targeting strategy, profile of international markets, positioning strategies, and checks for cultural appropriateness of products targeting strategy and positioning strategies

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	which account for cultural differences knowledge of cultural aspects relevant to international markets profiled.
Context of and specific resources for assessment	Assessment must ensure: access to an actual workplace or simulated environment access to evidence of completed profiles access to relevant sources of information to develop profiles.
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 consumer profiles analysis of responses to case studies and scenarios observation of demonstrated international market profiling, targeting and segmentation techniques observation of presentations on international marketing profiles developed oral or written questioning to assess knowledge of international markets assessment of positioning implementation plan.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBMKG517A Analyse consumer behaviour for specific international markets.

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Range Statement

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

Determining readiness may include analysing:	available financial resources of own organisation economic conditions within potential international markets existing competitors international standards for product or service knowledge of international laws, conventions and culture links to and networks within international markets organisation's experience and capability to market internationally production capacity and ability to expand capacity as required research capability
Information sources may include:	advice from: academics chambers of commerce colleagues who are residents or former residents of chosen countries industry associations other private agencies specialising in international trade professional advisors senior colleagues technical experts training providers

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	government agencies such as Austrade and state/territory government departments
	professional libraries
	reference material (paper-based and internet) within organisation
	trade journals
	training providers
Criteria may include:	capabilities, interests and preferences of own organisation
	economic considerations such as:
	economic wealth within selected countries
	anticipated cost to provide service or product
	existing competitors operating within selected country/countries
	history of product or service provision within selected country/countries
	relevant international regulations and taxes/duties the product or service would attract
	trade routes and modes of transport available to destination countries
Approaches may include:	identifying consumers with relevant needs
	identifying current users of the product or service
	identifying people with related characteristics
Consumers may include:	businesses
	government agencies
	households
	individuals
Targeting strategy may include:	concentrated, differentiated and mass strategies
	differentiation and segmentation
	ease of entry
	growth considerations

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	market share
	niche markets
	price sensitivity
	purchasing power
	sales volume
Statistical terms may include:	categories used by the Australian Bureau of Statistics in collecting and reporting census data
Demographic data may include:	age
	children
	education
	first language
	gender
	geographic location within country
	income
	marital status
	nationality
	occupation
Psychographic descriptions may include:	activities
	interests
	lifestyle
	opinions
	values and attitudes
Positioning strategies may include:	competitive positioning
	conspicuous positioning
	image perceptions
	market follower positions
	market leader positions
	me-too positioning
	prestige and exclusive positioning
	repositioning
	service positioning
	value positioning

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Marketing requirements may include:	business-to-business marketing direct marketing ideas marketing marketing of goods public sector marketing services marketing telemarketing

Unit Sector(s)

empty

empt

Competency field

Business Development - Marketing

Business Development - Marketing

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BSBMKG517A Analyse consumer behaviour for specific international markets

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to analyse consumer behaviour for specific international markets. 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 managerial responsibility for confirming the target market, assessing the current level of consumer interest, and developing and documenting recommended marketing strategies.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 the target market	1.1. Identify the market or market segment for a product or service in accordance with the marketing plan 1.2. Identify ***aspects of culture*** that may have an impact on international marketing of products or services within target market 1.3. Identify consumer attributes for the market or market segment from the market profile 1.4. Identify features of the products or services in accordance with the marketing plan
2. Assess current level of consumer interest	2.1. Investigate consumer need for the products or services through analysis of trends and past performance of products and services both within Australia and within relevant international settings 2.2. Review past ***marketing***, including plans, strategies and campaigns or positioning of products or services in relation to the effectiveness of its focus of appeal both within Australia and within relevant international settings 2.3. Assess ***individual***, ***social and cultural influences*** on consumer behaviour and estimate their impact for products or services 2.4. Assess ***lifestyle influences*** on consumer behaviour and estimate their impact for products or services 2.5. Assess ***organisational behaviour*** in relation to

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ELEMENT	PERFORMANCE CRITERIA
	products or services in accordance with the marketing plan
3. Recommend marketing strategies	3.1. Ensure marketing strategies address innate and acquired needs of consumers and appeal to the motives that influence decision making 3.2. Present a rationale for the focus of appeal and outline how influences on consumer behaviour and cultural considerations will be used to target effective marketing strategies 3.3. Ensure the focus of appeal meets the ***legal and ethical obligations*** and the budgetary requirements of the marketing plan, and check for ***cultural appropriateness***

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analytical skills to profile international markets, audiences and segments
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- evaluation and assessment skills to analyse consumer behaviour
- literacy skills to write reports with complex ideas and concepts
- research and information-gathering skills to obtain information about prospective international markets, audiences and segments
- technology skills to use a wide range of software.

Required knowledge

- cultural aspects relevant to international markets profiled
- market analysis techniques
- organisational requirements for presentation of completed profile
- 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:
  - occupational health and safety
  - privacy
  - Trade Practices Act

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REQUIRED SKILLS AND KNOWLEDGE
• World Trade Organisation determinations • software tools to analyse consumer behaviour • sources of external and internal information on international markets.

Evidence 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: • completed marketing strategies where candidate has documented process to confirm target market, assessed current level of consumer interest and used this analysis process to document recommended marketing strategies that are culturally appropriate to the selected international markets • knowledge of cultural aspects relevant to international markets profiled.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to completed marketing strategies and other relevant workplace documents • access to information sources used by candidate.
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 past marketing • analysis of responses to case studies and scenarios • demonstration of market analysis techniques • observation of demonstrated international market analysis techniques

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EVIDENCE GUIDE	
	• observation of presentations on consumer behaviour characteristics in target international markets • oral or written questioning to assess knowledge of international markets and strategies • assessment of written reports analysing consumer behaviour.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBMKG516BProfile international markets.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Aspects of culture may include:	• attitude of overseas countries to Australia and Australians • degree of fiscal conservatism or liberalism within culture • family structures, and usual purchasers and decision makers in families • religion • values and beliefs
Marketing may include:	• business-to-business marketing • direct marketing • e-business • ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
Individual influences may include:	• attitudes • beliefs

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RANGE STATEMENT	
	• learning • past experience • perception • personality • self-image • values
Social and cultural influences may include:	• culture • family background • family decision maker/s • social class • socioeconomic factors
Lifestyle influences may include:	• aspirations • interests • leisure activities
Organisational behaviour may include:	• contract buying • group decision making • modified re-purchase • new purchases • re-purchase
Legal and ethical obligations may include:	• Australian, international and local context of legal and ethical obligations • codes of practice • cultural expectations and influences • ethical principles • legislation • policies and guidelines • regulations • social responsibilities such as protection of children and environmental issues • societal expectations
Cultural appropriateness may include:	• appropriateness of service or product in relation to the culture of countries selected for marketing

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG603B Manage the marketing process

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to strategically manage the marketing process and marketing personnel within 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 senior marketing professionals who are responsible for managing the overall marketing process of an organisation and for managing marketing personnel. Typically they would manage a portfolio of products or services across the organisation, rather than a single product or few products. This unit targets more senior personnel who have a wider scope of marketing activities for a greater number of products or services, than BSBMKG514A Implement and monitor marketing activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Manage marketing performance	1.1. Manage marketing effort to ensure it is directed towards areas of greatest potential for the organisation 1.2. Manage integration of marketing, promotional and sales activities in accordance with strategic marketing objectives 1.3. Monitor product, distribution, pricing and marketing communication policies in relation to market changes, marketing plan objectives and organisational requirements 1.4. Use marketing metrics and monitor overall marketing progress against performance targets to ensure activity, quality, cost, and time requirements are met
2. Manage marketing personnel	2.1. Communicate strategic marketing objectives across the organisation in ways suited to levels of knowledge, experience and specific needs of

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ELEMENT	PERFORMANCE CRITERIA
	personnel 2.2. Identify and agree roles, responsibilities and accountabilities of staff and contractors involved in all elements of marketing effort 2.3. Develop communication strategy to ensure that personnel responsible for each element of the ***marketing mix*** work together to meet organisation's marketing objectives 2.4. Provide mentoring, coaching and feedback to support individuals and teams to achieve agreed objectives and to use resources to the required standard 2.5. Identify individual and team performance, and instigate corrective action promptly to safeguard marketing outcomes
3. Evaluate and improve strategic marketing performance	3.1. Analyse marketing outcomes, review strategic objectives and marketing metrics, and revise if required 3.2. Analyse successes and performance gaps in relation to cause and effect, and use this information to improve strategic performance 3.3. Analyse over-performance against targets for trends and set new targets 3.4. Analyse changes in market phenomena, and identify and document their impact on strategic marketing objectives 3.5. Document review of marketing performance against key performance indicators 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
• communication skills to consult with marketing managers, supervisors, and workgroup members • innovation and creativity skills to revise strategies so that marketing objectives are met and exceeded

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REQUIRED SKILLS AND KNOWLEDGE
• leadership and teamwork skills to effectively lead and manage marketing team members in an organisation • literacy skills to identify strategic information and to write in a range of styles for different audiences • numeracy skills to analyse data.
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 principles of equal opportunity, equity, and diversity
  • Australian Direct Marketing Association (ADMA) Direct MarketingCode 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
• economic, social and industry directions, trends and practices
• organisational structures, roles, responsibilities and policies
• industry product and service knowledge
• principles of marketing, strategic analysis and strategic management
• statistical and data evaluation techniques to measure marketing 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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • monitoring marketing performance across an organisation by comparing performance against key performance indicators in the marketing plan • effectively communicating marketing objectives to relevant personnel in accordance with organisation requirements • providing feedback, mentoring and coaching to staff, as appropriate • taking action to capitalise on or minimise over- or under-performance against marketing objectives.
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: • analysis of responses to case studies and scenarios • assessment of written reports on marketing activities and performance against key performance indicators • 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 • 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: • other marketing units.

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 mix may include:	• distribution
	• level of service
	• pricing
	• promotion
	• product or service variables such as:
	  • design
	  • quality
	  • range
	  • safety features
	  • technical features

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG605B Evaluate international marketing opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate the international environment, to identify market factors and risks, and to assess the viability of international 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 or management personnel who are required to evaluate the international business environment in preparation for entering an international or export market for the first time, or to identify new marketing opportunities in markets in which their organisation already has a presence. This unit is different to BSBMKG501B Identify and evaluate marketing opportunities, which applies to senior marketing or general managers evaluating domestic marketing opportunities. While the underlying principles of the units are similar, this unit covers the increased complexity of the global business environment, and the cultural differences and international trade agreements to be addressed when conducting business internationally.

Licensing/Regulatory Information

Not applicable.

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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. Review the global market environment	1.1. Assess international trade patterns and identify their likely importance for the business 1.2. Research ***international business and electronic commerce market factors*** and assess opportunities to enter, shape or influence the market in terms of likely contribution to the business 1.3. Identify international markets operating under free trade or protectionist arrangements and estimate likely ease of entering and trading successfully 1.4. Identify ***international trade policies and agreements*** and estimate their likely impact on ***international marketing opportunities***
2. Assess international business and	2.1. Identify and analyse impact of economic, political, ***social and cultural factors*** affecting international

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ELEMENT	PERFORMANCE CRITERIA
electronic commerce market factors	market on international marketing opportunities 2.2. Investigate international market trends and developments to identify market needs relative to the business 2.3. Identify new and emerging business and electronic commerce markets, and assess opportunities to enter, shape or influence markets in terms of their fit with business goals and direction, and their likely contribution to the business
3. Identify risk factors for international marketing opportunities	3.1. Analyse and rate acceptability of political, financial stability and corruption ***risk factors*** for potential market 3.2. Analyse and rate acceptability of legal and regulatory requirements, and trade barriers for potential market 3.3. Relate risk factors to international business cycles in terms of ***economic conditions*** and estimate their impact on potential market
4. Investigate international business and electronic commerce marketing opportunities	4.1. Identify and analyse international marketing opportunities in terms of their likely fit with the organisation's goals and capabilities 4.2. Evaluate each opportunity to determine its impact on current business and customer base 4.3. Use an assessment of costs, benefits, risks and opportunities to determine financial viability of each marketing opportunity 4.4. Determine probable return on investment and potential competitors 4.5. Describe and rank marketing opportunities in terms of viability and likely contribution to the business

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to gather information and to communicate with cultural sensitivity

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REQUIRED SKILLS AND KNOWLEDGE

- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret information from a variety of sources
- research, information management and evaluation skills to determine viable international business opportunities through careful analysis of market and risk factors
- technology skills to use a range of office equipment and software when conducting electronic commerce.

Required knowledge

- Australian Standards and international standards, including those covering:
  - environmental matters
  - human rights
  - labour relations
  - packaging
  - risk management
- cross-cultural communication and negotiation styles relevant to the country or countries being considered for market entry or for further market penetration
- global and country specific economic, social and industry directions, trends, practices and techniques
- Organisation for Economic Co-operation and Development (OECD) International Guidelines for Consumer Protection in the Context of Electronic Commerce
- Australian Government Policy Framework for Consumer Protection in Electronic Commerce
- Australian Guidelines for Electronic Commerce
- key provisions of relevant legislation from all forms of government, codes of practice and national and international standards that may affect aspects of business operations within Australia and internationally, such as:
  - anti-discrimination legislation
  - consumer laws
  - ethical principles
  - extra-territoriality provisions of the Trade Practices Act
  - foreign investment limits
  - labour laws
  - legal aspects of bilateral and multi-lateral trade agreements
  - privacy laws
  - taxation laws
  - World Trade Organization (WTO) dispute resolution system
- organisational business and marketing plans, products and services
- software applications used in conducting international electronic commerce.

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Evidence 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 and presenting an evaluation of various international marketing opportunities including:
	  • analysing the global business environment
	  • assessing social, cultural, political and economic factors impacting on the selection of which market opportunities to select
	  • conducting a risk assessment for each opportunity considered
	  • analysing the financial viability of selected international marketing opportunities

Context of and specific resources for assessment	Assessment must ensure: • access to information sources on countries and markets being considered for entry or further penetration • access to office equipment and resources • access to examples of previous international marketing evaluation documents, strategic plans 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 and scenarios • assessment of written reports on evaluation and selection of marketing opportunities • 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 market evaluation activities • observation of techniques used to identify and assess

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EVIDENCE GUIDE	
	risks, and to financially analyse possible market 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: • BSBMKG606B Manage international marketing programs • 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.	
International business and electronic commerce market factors may include:	• cost of funds • cultural and political groupings • currency exchange rates • customer service factors • distribution channels • geographical groupings • government assistance • growth factors • incentives • industrial structure • interest rates • investment rates • level of economic development • online customer groupings

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RANGE STATEMENT	
	• political systems • social and cultural factors • tariffs • technology and telecommunications infrastructure • trade groupings • trade relations with Australia • trade restrictions • virtual communities

International trade policies and agreements may include:	• customs unions
	• bilateral trade agreements such as:
	  • Australia-US Free Trade Agreement (AUSFTA)
	  • Singapore-Australia Free Trade Agreement (SAFTA)
	  • Thailand-Australia Free Trade Agreement (TAFTA)
	  • Australia-New Zealand Closer Economic Relations Trade Agreement (ANZCERTA)
	• multi-lateral trade agreements such as the WTO agreements for goods, services and intellectual property, including:
	  • agriculture
	  • air transport
	  • anti-dumping measures
	  • customs valuation methods
	  • financial services
	  • health regulations for farm products
	  • import licensing
	  • investment measures
	  • movement of natural persons
	  • preshipment inspection
	  • product standards
	  • rules of origin
	  • safeguards
	  • shipping
	  • subsidies and counter measures
	  • telecommunications
	  • textiles and clothing

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RANGE STATEMENT	
	• other multi-lateral trade agreements such as: • European Union trade regulations
International marketing opportunities may include:	• agents • direct investment • exporting • intermediaries • joint ventures • licensing • online business opportunities • strategic alliances
Social and cultural factors may include:	• behaviours • currency • customs • family role and status • language • legal system • political system • preferences • social values • traditions
Risk factors may include:	• available technology • communication systems • corruption risks • cultural factors • financial stability • language factors • legal and regulatory requirements • legal risks in selling goods and services online to the international market • logistics • political stability • resource availability, sustainability and management • resource capability and capacity • telecommunications infrastructure • trade barriers • transportation systems • work factors
Economic conditions may	• depression • prosperity

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RANGE STATEMENT	
include:	• recession • recovery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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BSBMKG606B Manage international marketing programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to formulate, assess, strategically manage, evaluate and improve international marketing programs. 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 or management personnel who are required to manage international marketing activities including evaluating international marketing opportunities, setting marketing objectives and determining the approach and operational structure for an organisation marketing internationally. Individuals undertaking this unit are also required to manage a team of people implementing international marketing opportunities, including monitoring, evaluating and improving activities as required. BSBMKG605B Evaluate international marketing opportunities, may be undertaken before or in conjunction with this unit.

Licensing/Regulatory Information

Not applicable.

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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. Formulate international marketing objectives	1.1. Select viable international marketing opportunities and develop objectives that are consistent with the organisation's capabilities and resources 1.2. Identify measurable international marketing objectives that are consistent with the organisation's strategic direction, and identify the nature and extent of what is to be achieved in the international market 1.3. Formulate strategic objectives and related key performance indicators by product, service, country or ***international grouping***, and overall 1.4. Develop a ***risk management strategy*** to manage contingencies and ensure marketing objectives are met in accordance with overall organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
2. Determine international marketing approach	2.1. Research international marketing opportunities and determine global or customised approaches for promotion of products or services 2.2. Evaluate options for choice of ***marketing approaches*** 2.3. Select a marketing approach that meets marketing objectives, international market conditions and consumer preferences
3. Determine operational structures	3.1. Evaluate business culture and consumer preferences, and identify compatible marketing structures 3.2. Identify options for ***operational marketing structure*** and rank them in terms of their ***strengths and weaknesses*** in servicing international markets 3.3. Choose an operational structure that best fits the international market and product or service
4. Manage international marketing performance	4.1. Communicate international marketing objectives across the organisation in ways suited to culture, customs, levels of knowledge, experience and needs of personnel 4.2. Identify and agree roles, responsibilities and accountabilities of staff and contractors involved in all elements of marketing effort 4.3. Develop a communication strategy to ensure that personnel responsible for each element of ***marketing mix*** work together to meet organisation's marketing objectives 4.4. Manage marketing effort to ensure it is directed towards areas of greatest potential for the organisation 4.5. Manage integration of marketing, promotional and any sales activities in accordance with international marketing objectives
5. Evaluate and improve international marketing performance	5.1. Monitor product, pricing and distribution policies in relation to market changes, objectives of marketing plan and organisational requirements 5.2. Monitor overall marketing progress against performance targets to ensure activity, quality, cost, and time requirements are met 5.3. Analyse, review and revise marketing outcomes and objectives 5.4. Analyse successes and performance gaps as to cause and effect, and use them to improve international

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ELEMENT	PERFORMANCE CRITERIA
	marketing performance 5.5. Analyse changes in market phenomena, and identify and document their potential impact on international marketing objectives 5.6. Document the review of marketing performance against key performance indicators 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

- communication skills to gather information and communicate with cultural sensitivity
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret information from a variety of sources
- numeracy and financial skills to determine budgets and financial viability of international marketing activities
- research, information management and evaluation skills to determine viable international business opportunities through careful analysis of market and risk factors
- technology skills to use a range of office equipment and software when conducting electronic commerce.

Required knowledge

- Australian E-commerce Best Practice Model
- Australian Government Policy Framework for Consumer Protection in Electronic Commerce
- Australian Standards and international standards, including:
  - environmental standards
  - human rights
  - labour relations
  - packaging
  - risk management
- cross-cultural communication and negotiation styles relevant to the country/ies where international marketing activities take place

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REQUIRED SKILLS AND KNOWLEDGE

• global and country specific economic, social and industry directions, trends, practices and techniques
• key provisions of relevant legislation from all forms of government, codes of practice and national standards that may affect aspects of business operations within Australia and internationally, such as:
  • anti-discrimination legislation
  • consumer laws
  • ethical principles
  • extra-territoriality provisions of the Trade Practices Act
  • foreign investment limits
  • labour laws
  • legal aspects of bilateral and multi-lateral trade agreements
  • privacy laws
  • taxation laws
  • World Trade Organization (WTO) dispute resolution system
• Organisation for Economic Co-operation and Development (OECD) International Guidelines for Consumer Protection in the Context of Electronic Commerce
• organisational business and marketing plans, products and services
• software applications used in conducting international electronic commerce.

Evidence 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 and presenting:
	  • international marketing objectives
	  • selected marketing approach
	  • creation of an operational structure
	• effectively managing international marketing activities
	• monitoring and evaluating international marketing performance, and making any necessary adjustments

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EVIDENCE GUIDE	
	as required • formulating suggestions on how marketing activities could be affected in the future.
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • access to organisational strategic and marketing plans, and other relevant 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: • analysis of responses to case studies and scenarios • assessment of written reports • demonstration of performance management, financial risk or other management 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 presentations • 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: • BSBMKG603B Manage the marketing process • BSBMKG605B Evaluate international marketing opportunities • other marketing units • 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

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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.	
International grouping may include:	• cultural groupings • geographical groupings • online virtual communities • political groupings • trade groupings
Risk management strategy may include:	• risk analysis • risk assessment and prioritisation • risk identification • risk maintenance • risk treatment and controls • risk evaluation • risk monitoring • monitoring risks • making adjustments to risk treatments and controls

Marketing approaches may include:	• customised
	• global
	• online
	• product or promotion adaptation
	• product or promotion standardisation
	• segmentation by criteria which are:
	  • behaviouristic
	  • demographic
	  • end use
	  • geographic
	  • operational
	  • psychographic

Operational marketing structure may include:	• export operation • global organisation • joint venture • licensing • multi-national organisation • online business operation • overseas branch • strategic alliance

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RANGE STATEMENT	
	• subsidiary company
Strengths and weaknesses may include:	• accessibility • distribution channels • financial factors • manufacturing capability • market capability • potential profit factors • research capability • resource commitment • risk control

Marketing mix may include:	• distribution
	• level of service
	• pricing
	• product or service variables such as:
	  • design
	  • quality
	  • range
	  • safety features
	  • technical features
	• promotion

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBMKG607B Manage market research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to prepare for, manage and evaluate market research projects across 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 senior marketing professionals who are responsible for preparing market research plans for implementation, engaging external consultants, managing market research activity, and evaluating research processes and findings across an organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 market research plans for implementation	1.1. Determine ***research policies and procedures*** 1.2. Develop or commission and review a market research project plan and detailed work plans to point of ***finalisation*** 1.3. Execute ***processes to obtain required resources*** to implement a market research project plan and work plans
2. Engage external consultants or service providers	2.1. Identify requirements for external consultants from market research project plan 2.2. Specify goods and services required to implement plans, and detail criteria for selection 2.3. Identify, evaluate and select potential consultants or other providers of required goods and services 2.4. Contract selected consultants or providers of goods and services
3. Manage market research activity	3.1. ***Monitor work plan activity*** to ensure adherence to market research project plan and work plans, and consistency with organisational market research policy and procedures 3.2. Manage external consultants or service providers to ensure performance is in line with expectations and contractual requirements
4. Evaluate research	4.1. Confirm validity of information and data obtained

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ELEMENT	PERFORMANCE CRITERIA
processes and findings	by market research 4.2. Review relevance and usefulness of findings against research objectives outlined in market research project plan 4.3. Assess performance of project against all relevant elements of market research project plan and work plans 4.4. Measure ***stakeholder*** satisfaction with research process and findings 4.5. Prepare reports on future improvements to research process 4.6. Implement revised policy and practices 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

- communication and interpersonal skills to establish rapport and build relationships with clients and external contractors; and to liaise with stakeholders
- creativity and innovation skills to design market research project plan
- information management skills to collate and extract relevant findings from information collected
- management skills to monitor work plans
- problem-solving skills to deal with complex planning and implementation
- leadership and teamwork skills to manage others within the organisation and external contractors conducting market research activity.

Required knowledge

- principles and practices of market research including:
  - data processing methods and data analysis techniques
  - project design to meet given budgets and other resource constraints
  - qualitative and quantitative research
  - design of samples
  - development and application of hypotheses
  - role of research in enterprise development

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REQUIRED SKILLS AND KNOWLEDGE

• use of survey instruments
• project management principles and practices including for:
  • consultation and stakeholder involvement
  • development of policies and procedures
  • methods of action to ensure performance
  • monitoring of time lines, budgets and other implementation plans
  • organisational procedures for engagement of consultants
• 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:
  • confidentiality requirements
  • copyright laws
  • defamation laws
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act
• economic, social and industry directions, trends, and practices; organisational structures, roles, responsibilities and policies; industry product and service 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: • preparing at least one market research plan • developing specifications for research components outsourced to external consultants as appropriate • managing market research activities in accordance with organisational market research policy and procedures • evaluating research processes and findings against relevant market research project plan and work plans • preparing and presenting a report on market research

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EVIDENCE GUIDE	
	findings.
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 previous market research plans and exemplars of market research project specifications.
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 evaluating market research 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 • 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: • 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.	
Research policies and procedures may include:	• measures taken to ensure quality of data and to set validity and reliability requirements

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RANGE STATEMENT	
	• occupational health and safety procedures, practices, policies and precautions • opportunities for involvement of enterprise staff and other stakeholders • performance indicators, targets and specifications • privacy and confidentiality guidelines, and ethical considerations • procedures to accurately document findings and to ensure accuracy is being attained • relevant national, state and local legislation
Finalisation may include:	• additional detail on any matter of operations that was not required for approved plans but is required for action by researchers or other relevant personnel
Processes to obtain required resources may involve:	• liaison and negotiation with key stakeholders • organisational procedures and requirements for obtaining resources • written and oral submissions for resources
Monitoring work plan activity may include:	• amending work plan if necessary • documenting what is required of researchers, by when and with what resources • conducting meetings, briefings or providing direct supervision • providing opportunities for feedback, support, advice and debriefing for research workers • developing and implementing procedures for regular reviews of progress
Stakeholders may include:	• Board • chief executive officer • management committee • marketing personnel • other managers • owners • production staff • senior management team • supervisors • team members

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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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.

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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 ***strategic organisational documents*** to identify organisational directions and targets 1.3. Complete a ***situational analysis*** that identifies factors impacting on the direction and performance of the business 1.4. Identify ***legal and ethical requirements*** for the

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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

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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

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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 organisationincluding:
	  • 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

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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.	
Strategic organisational documents may include:	• annual reports • codes of practice • company policy • customer service charter • security and privacy policies • strategic marketing plans • strategic plans
Situational analysis may include:	• collaborators analysis • competitive analysis • environmental analysis • market analysis • market measurements • productivity or profitability analysis
Legal and ethical requirements may include:	• codes of practice • cultural expectations and influences • environmental issues • ethical principles • health and safety of workplace personnel • legislation

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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	

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Co-requisite units		

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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.

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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 ***marketing opportunity options*** that address organisational objectives, and evaluate their risks and returns in the selection process 1.2. Develop ***marketing strategies*** 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 ***marketing performance review strategy***,

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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

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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.

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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.	
Marketing opportunity options	• cooperative ventures • exports

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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

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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	

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Co-requisite units		

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BSBMKG610A Develop, implement and monitor a marketing campaign

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design marketing campaigns, to implement campaigns and to analyse the success of a campaign. 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 marketing campaigns conducted in support of enterprise or client marketing activities which involve a unique set of resourcing, planning and implementation activities. Competence in this unit requires designing, implementing, monitoring, analysing and reviewing the success of a marketing campaign This role may be undertaken by staff with managerial responsibility or specialist staff (campaign manager, operations manager), depending on size and structure of the organisation.

Licensing/Regulatory Information

Not applicable.

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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. Design a campaign	1.1. Identify critical ***campaign*** design features from business needs and objectives 1.2. Develop campaign objectives 1.3. Identify required campaign resources 1.4. Establish appropriate organisational, team and individual targets 1.5. Develop campaign procedures for all relevant parties 1.6. Confirm campaign design by consulting with ***stakeholders*** 1.7. Identify technical requirements to support campaign 1.8. Ensure campaign design complies with ***relevant legislation and regulatory codes***
2. Implement campaign	2.1. Use ***project management tools*** effectively

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ELEMENT	PERFORMANCE CRITERIA
and monitor outcomes	2.2. Establish real-time campaign monitoring and reporting 2.3. Accurately analyse campaign results at regular intervals 2.4. Conduct effective campaign debriefing with staff and key stakeholders
3. Analyse fulfilment processes	3.1. Map existing ***fulfilment processes*** 3.2. Collect comprehensive data on campaign fulfilment performance 3.3. Conduct effective ***process improvement analysis*** 3.4. Establish appropriate new processes or standards 3.5. Specify and establish an appropriate tracking mechanism
4. Present campaign results to relevant business units	4.1. Conduct an effective written and oral presentation 4.2. Focus on critical aspects of the campaign in the presentation 4.3. Clearly communicate required action of other parties 4.4. Communicate and resolve campaign process concerns and issues
5. Prepare campaign cost-benefit analysis	5.1. Collect relevant campaign data 5.2. Accurately calculate cost of calls and other transactions 5.3. Accurately assess immediate and longer term financial gains of campaign 5.4. Communicate appropriate performance and financial results to relevant parties

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 workplace information and data, and to make observations of workplace tasks and interactions with people, their activities, equipment, environment and systems • communication skills to conduct formal and informal meetings and to communicate with personnel at all levels

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REQUIRED SKILLS AND KNOWLEDGE
• consultation and negotiation skills to develop and implement plans and campaigns effectively • financial skills to manage budgetary resources • information technology skills to effectively manage and analyse data • interpersonal skills to establish rapport; to build relationships with clients, team members and stakeholders; to establish relevant networks • leadership skills to gain trust and confidence of colleagues and clients • numeracy skills to analysis data to determine success • presentation skills to develop and present reports or presentations which deal with complex ideas and concepts, and to articulate ideas and information effectively • problem-solving skills to create innovative solutions to issues that arise • project management skills to design and implement campaigns within project management guidelines.
Required knowledge
• business objectives and requirements • campaign design and evaluation principles • competitor activity and products/services • customer contact technology and databases • legislation, regulatory and organisational requirements • operational budget and business planning • organisational communication 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: • designing, implementing, controlling, monitoring and reviewing a marketing campaign • knowledge of relevant legislation, regulatory and organisational requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data

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EVIDENCE GUIDE	
	• access to information and databases for analysis activities • access to relevant legislation, regulations, standards and guidelines • access to stakeholder 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: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of campaign project plan • review of communication plan • review of documentation of processes and technical requirements • review of campaign reporting • analysis of campaign results (against target) • review of process improvement plan • oral and/or written questioning to assess knowledge of stakeholder feedback • review of analysis and valuation of campaign processes.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBCCO605A Develop and maintain a customer contact marketing strategy.

Range Statement

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

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RANGE STATEMENT	
	• data collection • loyalty program • re-contracting • retention offers • sales • value add services
Stakeholders may include:	• billing • company for which campaign is being undertaken (under outsourcing arrangements) • credit and collections • executive • own sales and support team • sales and marketing
Relevant legislation and regulatory codes may include:	• consumer credit codes • Do Not Call Register • industry specific codes • marketing codes • Privacy Act • Trade Practices Act
Project management tools may include:	• application of quality processes • generic management tools • purpose built campaign management tools • risk assessment and management • standard project management practices
Fulfilment processes may include:	• after sales support • billing • data entry • despatch of field staff • despatch of necessary documentation and collateral • establishment of new or renewed contract provisioning of new services • supply and delivery of new product
Process improvement analysis may include:	• after sales support • analysis of extra calls generated by campaign • analysis of reliability and performance of fulfilment process • customer satisfaction surveying • modifications that can be adopted for future campaigns

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RANGE STATEMENT	
	• overall results against targets • performance and results of individuals and teams • quality of databases and data integrity • review of processes used • sales conversion rate analysis • stakeholder feedback (including team, sales and marketing)
	•
	•

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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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		

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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 ***safety procedures*** 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 ***designated persons*** for reporting queries and concerns about safety in the workplace 2.2. Identify existing and potential ***hazards*** 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 ***emergency incidents*** 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 ***risks***
4. Follow safety procedures	4.1. Identify and report emergency incidents 4.2. Follow organisational procedures for responding to emergency incidents

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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:

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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.	

Safety procedures 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

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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

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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

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Co-requisite units

Co-requisite units		

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BSBOHS407A Monitor a safe workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement and monitor the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area to meet legislative 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	This unit applies to employees with supervisory responsibilities for implementing and monitoring the organisation's OHS policies, procedures and programs in a work area. This unit applies to individuals with a broad knowledge of OHS policies who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 to the workgroup about OHS policies and procedures	1.1. Accurately explain relevant provisions of ***OHS legislation and codes of practice*** to the workgroup 1.2. Provide information to the workgroup on the ***organisation's OHS policies***, ***procedures and programs***, ensuring it is readily accessible by the workgroup 1.3. Regularly provide and clearly explain information about ***identified hazards and the outcomes of risk assessment*** and control to the workgroup
2. Implement and monitor participative arrangements for the management of OHS	2.1. Explain the importance of effective consultative mechanisms in managing health and safety risks 2.2. Implement and monitor consultative procedures to facilitate participation of workgroup in management of work area hazards 2.3. Promptly deal with issues raised through consultation, in accordance with ***organisational consultation procedures***

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Promptly record and communicate to the workgroup the outcomes of consultation over OHS issues
3. Implement and monitor the organisation's procedures for providing OHS training	3.1. Systematically identify OHS training needs in line with organisational requirements 3.2. Make arrangements to meet OHS training needs of team members in consultation with relevant individuals 3.3. Provide workplace learning opportunities, and coaching and mentoring assistance to facilitate team and individual achievement of identified training needs 3.4. Identify and report to management the costs associated with providing training for work team, for inclusion in financial plans
4. Implement and monitor procedures for identifying hazards and assessing risks	4.1. Identify and report on hazards in work area in accordance with OHS policies and procedures 4.2. Promptly action team member hazard reports in accordance with organisational procedures
5. Implement and monitor the organisation's procedures for controlling risks	5.1. Implement ***procedures to control risks*** using the hierarchy of controls and organisational requirements 5.2. Identify and report inadequacies in existing risk control measures in accordance with the hierarchy of controls 5.3. Monitor outcomes of reported inadequacies, where appropriate, to ensure a prompt organisational response
6. Implement and monitor the organisation's procedures for maintaining OHS records for the team	6.1. Accurately complete and maintain ***OHS records*** of incidents of occupational injury and disease in work area in accordance with OHS legal requirements 6.2. Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.

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REQUIRED SKILLS AND KNOWLEDGE
Required skills
• analytical skills to identify hazards, to assess risks in the work area and to review data relating to monitoring and evaluating incidents (accidents), environmental issues and the effectiveness of risk control measures • literacy skills to comprehend documentation and to interpret OHS requirements • coaching and mentoring skills to provide support to colleagues.
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
  • OHS
• legal responsibilities of employers, supervisors and employees in the workplace
• hazards and associated risks which exist in the workplace
• organisational policies and procedures relating to hazard management, fire, emergency, evacuation, incident (accident) investigating and reporting
• relevance of consultation as a key mechanism for improving workplace culture.

Evidence 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 organisational management systems and procedures to OHS within workgroup area • applying procedures for assessing and controlling risks to health and safety associated with those hazards, in accordance with the hierarchy of controls • providing specific, clear and accurate information

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EVIDENCE GUIDE	
	and advice on workplace hazards to workgroup • knowledge of legal responsibilities of employers, supervisors and employees in the workplace.
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 documentation relating to hazards in the work lace • examples of documents relating to workplace safety, hazard identification and risk 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: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of records communicating the outcomes of consultation over OHS issues to the workgroup • analysis of responses to case studies and scenarios • demonstration of techniques • review of reports to management on the costs associated with providing training for the work team • oral or written questioning to assess knowledge of workplace safety and hazards • examples of risk assessments • evaluation of actioning of team member hazard reports • review of OHS records of occupational injury and disease incidents in work area.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • management units • other OHS units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 legislation and codes of practice may include:	• common law duties to meet the general duty of care requirements • health and safety representatives and health and safety committees • prompt resolution of health and safety issues • provision of information, induction and training • regulations and approved codes of practice relating to hazards present in work area • relevant state/territory legislation • requirements for the maintenance and confidentiality of records of occupational injury and disease
Organisation's OHS policies, ***procedures and programs*** may include:	• consultative arrangements for employees in work area • dangerous goods transport and storage • emergency and evacuation procedures • first aid provision/medical practitioner contact and attention • hazard reporting procedures • hazardous substances use and storage • incident (accident) investigation • OHS arrangements for on site contractors, visitors and members of public • OHS audits and safety inspections • plant and equipment maintenance and use • procedures for hazard identification • procedures for risk assessment, selection and implementation of risk control measures • purchasing policy and procedures • safe operating procedures/instructions • site access • use and care of personal protective equipment

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RANGE STATEMENT	
Identified hazards and the outcomes of risk assessment may include:	• checking equipment before and during work • consulting work team members • daily informal employee consultation and regular formal employee meetings • housekeeping • OHS audits and review of audit reports • review of health and safety records including hazard reports, hazardous substances and dangerous goods registers, injury records • workplace inspections in area of responsibility
Organisational consultation procedures may include:	• attendance of health and safety representatives at management and OHS planning meetings • counselling/disciplinary processes • early response to employee suggestions, requests, reports and concerns put forward to management • election of health and safety representatives in accordance with legislative requirements • formal and informal meetings • health and safety committees • other committees, for example, planning and purchasing
Procedures to control risks may include:	• consultation with employees and their representatives • job/process/workplace re-design e.g. introduce mechanical handling equipment, re-arrange material flow/timing/scheduling, raise/lower work platforms • removing the cause of a risk at its source (eliminating the hazard) e.g. removing stored goods permanently from emergency exit passageways • selecting control measures in accordance with the hierarchy i.e. work through hierarchy from most effective to least effective control
OHS records may include:	• audit and inspection reports • consultation e.g. meetings of health & safety committees, workgroup meeting agendas including OHS items and actions • first aid/medical post records • hazardous substances registers • induction, instruction and training

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RANGE STATEMENT	
	• manufacturer's and supplier's information including dangerous goods storage lists • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • workplace environmental monitoring records

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Occupational Health and Safety

Co-requisite units

Co-requisite units		

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BSBOHS509A Ensure a safe workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and evaluate the organisation's occupational health and safety (OHS) policies, procedures and programs in the relevant work area in accordance with OHS legal 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	Managers play an important role in ensuring the safety of the workplace and the wellbeing of their staff. This unit applies to managers working in a range of contexts. It takes a systems approach and ensures compliance with relevant legislative requirements. All those who have, or are likely to have, a management responsibility for OHS should undertake this unit. It is relevant for those with managerial responsibilities, either as an owner or employee-manager of a business.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 an OHS system	1.1. Locate and communicate OHS policies which clearly express the organisation's commitment to implement relevant ***OHS legislation*** in the enterprise 1.2. Define OHS responsibilities for all workplace personnel in accordance with OHS policies, procedures and programs 1.3. Identify and approve financial and human resources for the effective operation of the OHS system
2. Establish and maintain participative arrangements for the management of OHS	2.1. Establish and maintain participative arrangements with employees and their representatives in accordance with relevant OHS legislation 2.2. Appropriately resolve issues raised through participative arrangements and consultation 2.3. Promptly provide information about the outcomes of participation and consultation in a manner accessible to employees
3. Establish and	3.1. Develop procedures for ongoing hazard

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ELEMENT	PERFORMANCE CRITERIA
maintain procedures for identifying hazards, and assessing and controlling risks	identification, and assessment and ***control of associated risks*** 3.2. Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes 3.3. Develop and maintain procedures for selection and implementation of risk control measures in accordance with the hierarchy of control 3.4. Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and promptly provide resources to enable implementation of new measures 3.5. Identify intervention points for expert OHS advice
4. Establish and maintain a quality OHS management system	4.1. Develop and provide an OHS induction and training program for all employees as part of the organisation's training program 4.2. Utilise system for ***OHS record keeping*** to allow identification of patterns of occupational injury and disease in the organisation 4.3. Measure and evaluate the OHS system in line with the organisation's quality systems framework 4.4. Develop and implement improvements to the OHS system to achieve organisational OHS objectives 4.5. Ensure compliance with the OHS legislative framework so that legal OHS standards are maintained as a minimum

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytic skills to analyse relevant workplace data in order to identify hazards, and to assess and control risks • communication skills to consult with staff and to promote a safe workplace • problem-solving skills to deal with complex and non-routine difficulties • technology skills to store and retrieve relevant workplace data.

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• application of the hierarchy of control (the preferred order of risk control measures from most to least preferred, that is, elimination, engineering controls, administrative controls, personal protective equipment) • hazard identification and risk management • 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 • reporting 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: • detailed knowledge and application of all relevant OHS legislative frameworks • establishment and maintenance of arrangements for managing OHS within the organisations' business systems and practices • identification of intervention points for expert OHS advice • principles and practice of effective OHS management in a small, medium or large business.
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 techniques

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EVIDENCE GUIDE	
	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • review of OHS policies, information provided on the OHS system, information about the outcomes of participation and consultation provided to employees • oral or written questioning to assess knowledge of OHS and OHS legislation • evaluation of OHS induction and training • review of OHS record keeping system.
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 • 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.	
OHS legislation will depend on state/territory legislation and requirements, and will include:	• common law duties to meet general duty of care requirements • regulations and approved codes of practice relating to hazards in the work area • requirements for establishment of consultative arrangements including those for health and safety representatives, and health and safety committees • requirements for effective management of hazards • requirements for provision of information and training including training in safe operating procedures, procedures for workplace hazards, hazard identification, risk assessment and risk control, and emergency and evacuation

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RANGE STATEMENT	
	procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
Control of associated risks may include:	• administrative • counselling/disciplinary processes • elimination • engineering • housekeeping and storage • issue resolution • OHS records maintenance and analysis • personal protective equipment • purchasing of supplies and equipment • workplace inspections including plant and equipment
Organisational health and safety record keeping may relate to:	• audit and inspection reports • workplace environmental monitoring records • consultation e.g. meetings of health & safety committees, work group meeting agendas including OHS items and actions • induction, instruction and training • manufacturers' and suppliers' information including dangerous goods storage lists • hazardous substances registers • plant and equipment maintenance and testing reports • workers compensation and rehabilitation records • first aid/medical post records

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPMG401A Apply project scope management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to contribute to the control of a project's scope by assisting with the identification of objectives, deliverables, constraints, assumptions and outcomes; and by applying controls once the project has commenced. 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 a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team. In the context of this unit a complex project is defined as a project which involves: • a comprehensive and multi faceted project plan • a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a worker managing a straightforward project or a section of a larger project where project management is not the main focus of the job

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	role are covered by BSBPMG510A Manage projects. The functions performed by a project manager to manage the scope of the whole project are addressed in BSBPMG502A Manage project scope.

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. Contribute to scope definition	1.1. Contribute to the identification of ***project deliverables***

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ELEMENT	PERFORMANCE CRITERIA
	1.2. Contribute to the identification of measurable outcomes to enable evaluation of project performance 1.3. Contribute to the development of the ***scope management plan***
2. Apply project scope controls	2.1. Undertake work in accordance with agreed project management plan and by using established ***change control procedures*** and ***performance measurement procedures*** 2.2. Monitor and control aspects of project scope and communicate instances of non-compliance with overall scope to the project manager and other team members 2.3. Measure progress to determine potential, perceived and actual scope changes 2.4. Appropriately report scope changes 2.5. Provide assistance in the review of project outcomes to determine the effectiveness of initial and subsequent scope management approaches

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 potentially complex project plans and documentation
- planning and organisational skills to monitor and respond to compliance issues and to measure progress against agreed objectives
- teamwork and communication skills to liaise with other members of the project team on a range of project scope management issues and challenges.

Required knowledge

- elements which make up a project scope management plan
- methods for measuring work outcomes and progress against plans
- factors likely to impact on project scope
- methods for segmenting and documenting the work of a project.

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Evidence 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 project scope management methodologies • participation in the definition and management of scope in relation to multiple complex projects.
Context of and specific resources for assessment	Assessment must ensure: • access to project documentation which includes information about project scope and project team involvement.
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 addressing different project scope management scenarios • oral or written questioning to assess knowledge of strategies for managing project scope and their application to different situations • assessment of contribution to the development of the scope management plan • evaluation of progress measured to determine potential, perceived and actual scope changes.
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 Project Management.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 deliverables may include:	• products, outputs and services defined within the project scope
Scope management plan may include:	• constraints, assumptions and exclusions • deliverables, activities and tasks • project benefits and outcomes • project objectives • work organisation and/or product breakdown structures
Change control procedures may include:	• adjusting designated project documentation, for example plans, schedules, directives, guidelines and instructions which include change instructions, change request procedures and nominated change authorities • identifying designated elements of the project liable to change, for example finance and duration of tasks
Performance measurement procedures may include:	• using tools and techniques to manage and measure project progress in terms of time and resources

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

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Co-requisite units

Co-requisite units		

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BSBPMG402A Apply time management techniques

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to assist with project scheduling activities, the application and monitoring of the agreed schedule and evaluation of time management effectiveness for the project. 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 a project team member working under the direction of a project manager with other project team members. The individual may be operating within an organisation or as a consultant. The skills should be applied in the context of multiple complex projects, with the individual operating as part of a specialist project management team. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a worker managing a straightforward project or a section of a larger project

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	where project management is not the main focus of the job role are covered by BSBPMG510A Manage projects.

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. Assist in the development of project schedules	1.1. Contribute, within ***delegated authority***, to determining the duration and effort, sequence and dependencies of tasks to meet project objectives 1.2. Use ***project scheduling tools and techniques*** to help establish and integrate planned time management

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ELEMENT	PERFORMANCE CRITERIA
	aspects of the schedule, resource allocation and financial requirements 1.3. Contribute to the agreement process and communication of the schedule to the client and other stakeholders
2. Apply agreed schedules	2.1. Use techniques to measure, record and report progress of activities in relation to agreed schedules and plans 2.2. Record variance between actual and planned ***progress*** and report to ***others*** for remedial action 2.3. Contribute to forecasting the impact of changes on the schedule and to the analysis of options 2.4. Implement agreed changes to the schedule and update plans as directed to accommodate changing situations throughout the project
3. Participate in assessing time management outcomes	3.1. Provide assistance in the ***review of project outcomes*** to determine the effectiveness of time management tools, techniques and approaches used 3.2. Report scheduling and time management issues and responses to project manager for application in future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to work with project tools and techniques and to write reports on time management issues • organisational skills to sequence tasks and to monitor progress against agreed objectives • technology skills to use software (if appropriate).
Required knowledge
• project management methodology in relation to time management • implications of time management for project resourcing • project management techniques and tools for creating and monitoring schedules.

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Evidence 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 time management techniques in relation to multiple complex projects • knowledge of tools and techniques for monitoring project schedules.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation such as diaries, progress reports, spreadsheets, and other planning tools with timeframes linked to outcomes.
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 project time management performance by the candidate • analysis of responses to case studies and scenarios addressing project time management issues and problems • oral or written questioning to assess knowledge of strategies, tools and techniques for managing project time and their particular application/s • review of techniques used to measure, record and report progress of activities in relation to agreed schedules and plans • assessment of changes implemented to the schedule and the updating of plans to accommodate changing situations throughout 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 units from the Certificate IV in Project

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EVIDENCE GUIDE	
	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.	
Delegated authority means:	• in a multi-disciplinary environment subject to frequent change • under limited guidance and supervision • within agreed authorisation and limits • within established organisational framework, procedures and routines
Project scheduling tools and techniques may include:	• assisting in qualitative and/or quantitative time analysis, such as schedule simulation, work breakdown structure, decision analysis, contingency planning and alternative strategy development • using personal experience and/or experts • using specialist time analysis tools to provide output to assist in the decision making process
Progress may refer to:	• diaries, incident logs, occurrence reports and other similar documentation • lists of potential schedule events • project and/or organisation files and records
Others may include:	• relevant authority • project manager • project specialists or other personnel • team members
Review of project outcomes may include:	• achievement of agreed major milestones, for example phases and sub-contracts • change of key personnel • delivery of major deliverables • finalisation of project and other agreed milestones

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG501A Manage application of project integrative processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to integrate and balance the overall project management functions of scope, time, cost, quality, human resources, communications, risk and procurement; and to align and track the project objectives to comply with organisational goals, strategies and objectives. 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 an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a program manager to manage the integration of all functions of project management in a program or multiple project are addressed in BSBPMG601A Direct the integration of projects.

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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. Manage integration of all functions of project management	1.1. Identify project stakeholders and their interests, with guidance of higher project authority 1.2. Analyse all ***project management functions*** with higher project authority and relevant stakeholders to determine achievable project objectives 1.3. Develop a ***project plan*** to integrate all project management functions to achieve outcomes and

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ELEMENT	PERFORMANCE CRITERIA
	requirements for time, cost, quality and risk 1.4. Obtain endorsement of project plan by higher project authority 1.5. Establish designated mechanisms to control planned activity
2. Coordinate internal and external environments	2.1. Manage the project within an established ***internal working environment*** to ensure work is conducted effectively throughout the project 2.2. Maintain established links to align project objectives with organisation objectives throughout the project life cycle 2.3. Seek assistance, where necessary, from higher project authority to resolve conflicts which may negatively affect project objectives
3. Implement project activities throughout life cycle	3.1. Ensure agreed project phases, approval points and review points occur 3.2. Report progress against established project baselines to measure performance throughout the project life cycle 3.3. Implement established ***finalisation plans***, ***procedures and activities*** 3.4. Identify and document ***integration management issues and recommended improvements***, and pass on to higher project authority for application to future projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to write project plans, progress reports and project communications • teamwork and communication skills to lead the project team and deal with stakeholders • time management skills to ensure priorities are addressed • planning and organising skills to manage the integration of project activities
Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE
• project life cycle • role and responsibilities of the project manager • project planning tools and 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: • development of project plans for multiple complex projects • details of how plans were monitored and outcomes were reported • knowledge of project life cycle.
Context of and specific resources for assessment	Assessment must ensure: • access to project documentation relevant to project integration • access to feedback from project stakeholders.
Method of assessment	A range of assessment methods should be used to assess practical skill 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 strategies for managing project integration and their application to different situations • analysis of responses addressing case studies and scenarios which present project integration management issues and problems • assessment of project reports and examples of project plans.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • other units from the Diploma of Project 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.	
The nine ***project management functions*** are:	• communications • cost • human resources • procurement and contracting • project integration • quality • risk • scope • time
Project plan may include:	• covering document which integrates the requirements of the nine functions of project management using appropriate formats and procedures • single document • multiple documents
Internal working environment may include:	• arrangement of project personnel and equipment • identity and differentiation of the project within the larger environment • personal working conditions • physical location of project • team dynamics
Finalisation plans, procedures and activities may include:	• final audit/reconciliation • finalisation of account codes and other financial documentation

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RANGE STATEMENT	
	• forwarding finalisation report to senior personnel • project evaluation • settling of financial liabilities • transferring of assets to client or originating owner • transition of responsibility/ownership of project deliverables/products • warranty requirements
Integration management issues and recommended improvements may include:	• evaluation using established success and failure criteria • knowledge management • lessons learned • records • training programs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPMG503A Manage project time

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage time within projects. It covers determining and implementing the project schedule, and assessing time management 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 an individual who is clearly and solely responsible for the management and leadership of a complex project, either as an employee of an organisation or as an external consultant. In the context of this unit a complex project is defined as a project which involves: • the need for a comprehensive and multi faceted project plan • the need for a formal internal or external communications strategy • a dedicated and diverse project budget • multiple administrative components • multiple operational components • a wide range of stakeholders • a project operations team. The functions performed by a program manager to manage time within multiple projects are addressed in BSBPMG603A Direct time management of a project program.

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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 project schedule	1.1. Determine the duration, effort, sequence and dependencies of tasks from the scope definition as the basis for the project schedule 1.2. Obtain input and approval for the project schedule from stakeholders 1.3. Select and use ***methods***, ***techniques and tools***, within delegated authority, to determine preferred schedule, ***time management plan*/*s***, resource allocation and financial requirements 1.4. Obtain agreement to the schedule from relevant

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ELEMENT	PERFORMANCE CRITERIA
	project authority and communicate this agreement to stakeholders to provide the basis for measurement of progress
2. Implement project schedule	2.1. Implement mechanisms to measure, record and report progress of activities in relation to the agreed schedule and plans 2.2. Conduct ongoing analysis of options to identify variances and to forecast the impact of changes to the schedule 2.3. Review progress throughout the project life cycle and implement agreed schedule changes to ensure consistency with changing scope, objectives and constraints related to time and resource availability 2.4. Develop responses to perceived, potential or actual schedule changes, ensure agreement by a higher project authority, and implement to maintain project objectives
3. Assess time management outcomes	3.1. Review project outcomes from available ***records*** and information to determine the effectiveness of time management activities 3.2. Identify and document time management issues and recommended improvements, and pass on to relevant project authority for application in future projects

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, develop and interpret project schedules • self management skills to ensure vision and priorities are clear • organisational skills to sequence tasks and see that objectives are met • communication skills to convey expectations and to advise others of progress • technology skills to use appropriate software to develop project schedules • analytical skills to review and evaluate process.
Required knowledge
• techniques and tools for project schedules

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REQUIRED SKILLS AND KNOWLEDGE
• project life cycle • time management methodologies, their capabilities, limitations, application and outcomes.

Evidence 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 successful application of time management tools and techniques to ensure objectives are met on multiple complex projects • knowledge of time management methodologies, their capabilities, limitations, application and outcomes.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation, schedules, reports from project team • consideration of feedback from project stakeholders regarding the management of project time.
Method of assessment	A range of assessment methods should be used to assess practical skill 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 strategies for managing project time and their application to different situations. • analysis of responses in addressing case studies and scenarios which present project time management issues and problems • review of progress throughout project life cycle; and review of implementation of agreed schedule changes • assessment of documented time management issues

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EVIDENCE GUIDE	
	and recommended improvements.
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 Project 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.	
Methods, ***techniques and tools*** may include:	• conducting or supervising qualitative and/or quantitative time analysis, such as schedule simulation, decision analysis, contingency planning and alternative strategy development • using personal experience and/or subject matter experts • using specialist time analysis tools to assist in the decision making process
Time management plan*/*s may include:	• lists of milestones • project schedule and sub-schedules • schedule management strategies and actions, standardised formal arrangements, responsibility assignment, contingency plans and assigned schedule management responsibilities
Records may include:	• diaries, incident logs, occurrence reports and other such records • gantt, PERT and other scheduling charts • lists of variances and forecasts of potential schedule events • project and/or organisation files and records • records of analysis, evaluation of options, recommended and approved courses of action

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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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		

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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 ***project scope and other relevant documentation*** 1.2. Define project ***stakeholders*** 1.3. Seek clarification from ***delegating authority*** of any issues related to project and ***project parameters*** 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 ***project plan*** 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 ***project management tools***

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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

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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:

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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

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RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Project scope and other relevant documentation 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
Stakeholders may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
Delegating authority may include:	• customer or client • funding body • manager or management representative • project sponsor
Project parameters 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
Project management tools 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

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RANGE STATEMENT	
Support for project team members 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
Required record keeping systems 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
Risk management 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
Necessary sign offs may be required by:	• clients, customers • funding body • management • project sponsor

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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BSBPMG601A Direct the integration of projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage the integration of all functions of project management in a program or multiple project context. This covers managing conflicting priorities between projects, directing project managers in re aligning projects within the program, directing the internal environment with the needs and expectations of the external environment, and directing projects within the program throughout their life 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	A program is defined as a set of interrelated projects, each of which has a project manager. Multiple projects (sometimes called a portfolio of projects) refers to a number of projects related in some way and managed by the same person as a program to achieve a common organisational objective/s. For the purposes of this unit someone who manages a suite of projects (a program) will be referred to as a program manager. The functions performed by a project manager to manage integration within individual projects are addressed in BSBPMG501A Manage application of project integrative processes.

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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. Direct integration of all functions of project management	1.1. Support project managers in project stakeholder analysis to determine the influence of others on project outcomes 1.2. Analyse, rationalise and integrate the requirements of all projects and the inter-relationships of ***project management functions*** to determine agreed, ***achievable program objectives*** that align to organisational goals, strategies and objectives as stated in strategic planning documentation 1.3. Review, rationalise and, when approved, integrate

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ELEMENT	PERFORMANCE CRITERIA
	project plans into a structured, cohesive program plan for ongoing program management 1.4. Derive integrated program control mechanisms from project plans, to establish program control requirements 1.5. Use project plans to develop consolidated program budgets, schedules and interdependencies, and to identify program risks
2. Direct the internal project environment to meet external needs and expectations	2.1. Direct the ***internal project working environment*** to ensure project managers' work is conducted effectively throughout multiple, aligned project life cycles 2.2. Establish and maintain links to direct the alignment between projects and organisational objectives within the program 2.3. Evaluate project proposals (scope definitions) against the organisation's strategic objectives 2.4. Coordinate and direct conflicting requirements of individual projects to achieve program objectives 2.5. Modify, where necessary, individual project objectives to achieve overall program objectives 2.6. Coordinate the impact of ***external environmental influences*** on individual projects to achieve program objectives
3. Direct projects throughout project life cycles	3.1. Direct all project managers to provide project phases, approval points, review points and other milestones, to allow program integration 3.2. Establish project baselines and report progress in relation to these baselines, to measure program performance throughout the business reporting cycle 3.3. Progressively review project baselines to ensure nominated benefits are consistent with organisational expectations 3.4. Direct ***finalisation plans***, ***procedures and activities*** to ensure final outcomes are met and that projects meet agreed program objectives 3.5. Review projects finalised in a program management reporting period to evaluate benefits to the business 3.6. Pass on integration management lessons learned to higher project authority and provide feedback for application to other projects

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• high level leadership skills to gain confidence and trust from people working on all levels • literacy skills to communicate decisions and to write quality reports • high level prioritising, planning and organising skills • innovation skills to develop new and better systems for managing in complex situations • problem-solving skills to deal with project management issues.
Required knowledge
• program planning • methodologies, tools and techniques for project management • leadership models • relevant legislation, codes and national standards.

Evidence 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 experience in directing an integrated range of concurrent projects so that project outcomes and stakeholders expectations are met • knowledge of relevant legislation, codes and national standards.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of project documentation • consideration of feedback from project stakeholders.

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EVIDENCE GUIDE	
Method of assessment	A range of assessment methods should be used to assess practical skill 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 of scope management techniques by the candidate • analysis of responses addressing different program management case studies and scenarios • oral or written questioning to assess knowledge of strategies for managing project integration and their application to different situations • assessment of consolidated program budgets, schedules, interdependencies and identified program risks • assessment of project baselines established and progress reported in relation to these baselines • review of program 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 in the Advanced Diploma of Project 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.	
Project management functions are:	• communications • cost • human resources • procurement • quality • risk

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RANGE STATEMENT	
	• scope • time
Achievable program objectives may include:	• client's objectives, for example maximum value for money or maximum performance at minimum cost • end-user/s objectives, for example maximum performance as well as optional extras • higher project authorities' objectives (that is, management/projects governance group), for example reputation, retention of market share, buying into market within the constraints of performance, time, cost, quality, resources and skills • organisation's objectives, for example quantifiable benefits • supplier's/contractor's objectives, for example minimum cost, minimum time and acceptable quality
Internal project working environment may include:	• computing support and integrated computer networks • identity and differentiation of the program's projects within the larger environment • personal working conditions (physical and emotional) • physical location of program project managers, personnel and equipment • physical location of projects within the organisation • teams and interpersonal dynamics
External environmental influences may include:	• employee representative groups, such as unions, professional associations and lobby groups • external stakeholder expectations • parent organisation, enterprise and/or industry • physical environment, for example geography, ecology and environmental sensitivity • political, environmental and societal influences • public and media interest
Finalisation plans, ***procedures and activities*** may include:	• assessment of stakeholder satisfaction against expectations • evaluation of projects completed in a reporting period

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RANGE STATEMENT	
	• evaluation of projects for benefits derived • forwarding program progress report to higher governance authority for projects • review of success/failure criteria for projects completed in a given reporting period • settling of financial liabilities for projects completed in a consolidated budget context • transition of responsibility/ownership of projects' deliverables/products for those projects that concluded in a reporting/management period (such as financial year)

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Project Management

Co-requisite units

Co-requisite units		

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BSBPRO301A Recommend products and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to provide advice and information within an organisation about the development and distribution of its 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 who are skilled operators and apply a broad range of competencies in various work contexts. They may exercise discretion and judgement using appropriate knowledge of products and services to provide technical advice and support to a team.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 maintain knowledge of products and services	1.1. Actively and regularly research knowledge and understanding of ***industry products and services*** using ***authoritative sources*** 1.2. Use available ***product and service documentation*** to identify and understand characteristics of products and services, and to make comparisons with other products and services 1.3. Accurately document and maintain ***information*** on products and services in a format consistent with ***organisational requirements*** 1.4. Apply acquired knowledge to improve quality within personal work areas
2. Recommend products and services	2.1. Ensure that recommendations on products and services are in line with organisational requirements 2.2. Provide recommendations that emphasise ***product and service issues*** relevant to client needs 2.3. Ensure that evidence in support of recommendations is verifiable and presented in a suitable format 2.4. Structure recommendations to identify clear benefits to clients and the organisation
3. Advise on promotional activities	3.1. Provide advice that is clear, is supported by verifiable evidence and is compatible with organisational requirements

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Ensure that promotional documentation and materials are appropriate to presentation of the organisation's products and services 3.3. Ensure that costs of promotional activities conform to budget resources 3.4. Estimate impact of ***promotional activities*** from ***verifiable customer feedback sources*** 3.5. Evaluate the benefits of promotional activities and incorporate in plans for future 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 and understand a variety of texts; to prepare general information and papers according to target audience; and to edit and proofread texts to ensure clarity of meaning, and accuracy of grammar and punctuation
- technology skills to select and use technology appropriate to a task
- communication skills to monitor and advise on customer service strategies
- problem-solving skills to deal with customer enquiries or complaints
- analytical skills to identify trends and positions of products and services.

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)
- organisation's products and services
- organisational policies and procedures for customer service including handling customer complaints
- product and service standards and best practice models
- principles and techniques of public relations and product promotion
- mechanisms to obtain and analyse customer feedback.

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Evidence 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: • assessing and reporting on customer satisfaction • identifying commercial characteristics of products and services • knowledge of product and service standards and best practice models. • preparing and structuring advice on products and services • researching market availability of products and services.
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 promotional strategies • examples of documents relating to customer service standards and policies.
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 • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • evaluation of promotional activities plans • observation of performance in role plays • observation of presentations • oral or written questioning to assess knowledge of promotional strategies and sources of product

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EVIDENCE GUIDE	
	information • review of documentation outlining information on products and services • review of products and services recommendations.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • sales and/or customer service 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.	
Industry products and services may include:	• competitor products and services • complementary products and services • emerging products and services • historical products and services • organisation's products • specified range of products and services within an organisation's offerings
Authoritative sources may include:	• authorised suppliers • industry associations • industry conferences • recognised industry media sources
Product and service documentation may include:	• colleagues' knowledge • consumer reports • industry reports • marketing data • operational guidelines • sales figures
Information may include:	• competitive features of products or services • cost and production data

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RANGE STATEMENT	
	• distribution processes • innovations • problems with products or services • product trends • sales records (monthly forecasts, targets achieved) • sales trends
Organisational requirements may include:	• access and equity principles and practice • 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
Product and service issues may include:	• customer delivery • faults • market share data • organisational product knowledge • production down-time • sales figures
Promotional activities may include:	• advertisements • client functions • employee functions • media announcements • product launches • web pages
Verifiable customer feedback sources may include:	• audit documentation and reports • complaints • customer satisfaction questionnaires • lapsed clients • quality assurance data

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RANGE STATEMENT	
	• returned goods • service calls

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Product Skills and Advice

Co-requisite units

Co-requisite units		

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BSBPUB401A Develop and apply knowledge of public relations industry

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research, analyse and apply knowledge of the various components of the public relations industry, including legal and ethical constraints and strategic communications management planning. 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 entry level public relations positions who need to apply knowledge of the structure, organisation and functioning of the public relations industry in order to effectively conduct strategic communications.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 public relations industry	1.1. Seek information on the ***structure and operation*** of the public relations industry 1.2. Identify and access sources of information on the public relations industry 1.3. Obtain information on ***public relations industry sectors***, ***associations***, ***networks and societal role*** 1.4. Identify and access information on ***key stakeholders*** 1.5. Apply industry information appropriately in everyday activities related to typical work roles
2. Identify industry employment obligations and opportunities	2.1. Obtain information on employment obligations and opportunities in relation to the public relations industry 2.2. Apply information on employment opportunities and obligations in everyday activities related to typical work roles
3. Conduct strategic communications management planning	3.1. Establish purpose and processes for ***setting objectives*** in the workplace 3.2. Identify and apply appropriate ***planning and measurement tools*** to workplace objectives 3.3. Develop critical success factors for the

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ELEMENT	PERFORMANCE CRITERIA
	communications
4. Update industry knowledge	4.1. Conduct formal and informal research to update general knowledge of the industry continuously 4.2. Monitor current issues of concern to the industry 4.3. Share updated knowledge with client and colleagues 4.4. Incorporate updated knowledge into everyday activities related to typical work roles

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills such as questioning, active listening, clarifying and asking open questions
- culturally appropriate communication and interpersonal skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills to read and interpret business and market data and write reports in a range of styles and for a range of audiences
- numeracy skills to analyse quantitative data
- research and evaluation skills to gather and record information about clients, organisations, target audiences, and the media
- technology skills to use a range of office equipment and information systems.

Required knowledge

- current issues and trends which affect the public relations industry
- overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as:
  - anti-discrimination legislation and the principles of equal opportunity, equity, and diversity
  - copyright
  - defamation and libel
  - ethical principles
  - Australian Direct Marketing Association Limited (ADMA) Direct Marketing Code of Practice
  - FACTS (Federation of Australian Commercial Television Stations) codes

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REQUIRED SKILLS AND KNOWLEDGE
• privacy laws • TradePracticesAct1974 (Cth) • industry structures and networks • organisational and client operating environments, structures and business and marketing plans • principles and practices of marketing communications and media strategies.

Evidence 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: • reporting on the public relations industry structure and its role in society and in a particular organisation • developing a stakeholder analysis relevant to a particularorganisation • reporting on the current issues affecting the public relations industry.
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 about the public relations industry, structure, function and role in society • assessment of a stakeholder analysis conducted by the candidate • direct questioning with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations by the candidate about the public relations industry • oral or written questioning

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EVIDENCE GUIDE	
	• review of authenticated documents from the workplace or training environment • review of testimony from team members, colleagues, supervisors or managers • tests of knowledge on the structure and functioning of the public relations industry.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBPUB402A Develop public relations campaigns • BSBPUB403A Develop public relations documents • other marketing 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.	

Structure and operation of the public relations industry may include:	• public relations practitioners in the following sectors:
	  • corporate
	  • government
	  • not-for-profit
	• public relations consultancies

Public relations industry sectors, ***associations***, ***networks and societal role*** may include:	• business associations • client networks • distribution channels • industry markets • industry relationships • local or regional characteristics • major industry bodies and associations • role and significance of an industry or sector
Key stakeholders may include:	• community groups • contractors

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RANGE STATEMENT	
	• general public • government departments • industry associations • investors • management • media • organisations • politicians • public service • staff • unions
Setting objectives may include:	• developing 'SMART' objectives • using key performance indicators
Planning and measurement tools may include:	• action plans • flow charts • four-step PR planning process • Gantt charts • key performance indicators • PERT • reviews of action plans • risk management plans • SMART objectives

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Public Relations

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Co-requisite units

Co-requisite units		

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BSBPUB502A Develop and manage complex public relations campaigns

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop complex and potentially on-going public relations campaigns. It builds upon the skills and knowledge acquired in the unit BSBPUB402A Develop public relations campaigns.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 public relations roles who are primarily responsible for the development, implementation and evaluation of a complex public relations plan. The complexity of the campaign may be in terms of its size or duration, or the circumstances surrounding the campaign. This unit is related to BSBPUB402A Develop public relations campaigns, which relates to entry level or junior public relations roles, for example to individuals working on less complex campaigns in team leader roles.

Licensing/Regulatory Information

Not applicable.

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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 a complex public relations campaign brief	1.1. Identify the primary objective of a ***complex public relations campaign*** brief 1.2. Identify the campaign's messages, strategies, roles and responsibilities, resource requirements including budget and timing and evaluation measures 1.3. Identify ***legal and ethical constraints*** in relation to the brief
2. Identify and evaluate options for a complex public relations campaign	2.1. Analyse ***information about the target public*** and their attributes, and the public relations environment 2.2. Identify and evaluate a range of options for message concepts using ***appropriate methods*** 2.3. Identify, access and select ***media vehicles*** appropriate to target the required public and the objectives of the campaign

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Ensure selected ***media vehicles*** enable reach and frequency requirements to be met within budget 2.5. Consult ***media directories*** to ensure that enlisted journalists and any other personnel are the most appropriate for the campaign 2.6. Ensure selected ***media vehicles*** meet ***media operational requirements*** 2.7. Ensure selected ***media vehicles*** meet ***legal and ethical requirements*** 2.8. Identify requirements for external suppliers and engage or contract these resources where required
3. Prepare public relations campaign plans	3.1. Scope, plan and document a ***complex public relations campaign*** and its approach to suit the requirements of the client 3.2. Seek quotations from suppliers for materials and evaluate against budgetary requirements or constraints 3.3. Determine and agree upon budget 3.4. Determine and agree upon timing and schedules 3.5. Identify potential sources of risk and develop and document appropriate control mechanisms 3.6. Produce plans on time 3.7. Finalise plan and ensure it complies with organisational, client, professional and legal requirements
4. Implement public relations campaign plans	4.1. Implement and regularly monitor public relations plan 4.2. Identify, agree upon and implement any changes to the plan 4.3. Complete planning and implementation activities on time

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• culturally appropriate communication and negotiation skills to relate to people

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REQUIRED SKILLS AND KNOWLEDGE
from diverse backgrounds and people with diverse abilities, to liaise effectively with team members and consult with external suppliers • literacy skills to write a range of documents containing complex ideas in a readable, persuasive and engaging style appropriate to suit a range of audiences • organisational, project management and time management skills to ensure publications are ready and distributed on time • research and evaluation skills to obtain, analyse and synthesise information, segment and profile target audiences of public relations communications • technology skills to use a range of office equipment and software applications.
Required knowledge

• overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as:
  • anti-discrimination legislation and principles of equal opportunity, equity and diversity
  • copyright
  • defamation and libel laws
  • ethical principles such as those outlined in the Public Relations Institute of Australia CodeofEthics and the Australian Journalists Association CodeofEthics
  • marketing codes of practice and conduct such as the Australian Direct Marketing Association Limited (ADMA) Direct Marketing Code of Practice
  • privacy laws
  • sweepstakes regulations
  • TradePracticesAct1974 (Cth)
• organisational policies, procedures, products, services and structure
• principles and practices in relation to the media and the public relations and printing industries
• teamwork and project management skills to effectively develop and manage a complex public relations project.

Evidence 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.

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EVIDENCE GUIDE	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• developing and effectively managing a complex public relations campaign, including:
	  • preparing campaign plan containing objectives of the campaign, a risk assessment, strategies, scheduling, budgetary and resource requirements
	  • engaging external suppliers where appropriate
	  • evaluating the success of campaign.

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 previous public relations communication 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: • assessment of written reports on complex public relations campaign activities • assessment of examples of publications developed • demonstration of how the techniques used to manage a team and external suppliers • direct questioning with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations prior to, during and after campaign completion • oral or written questioning • 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: • BSBADV511A Evaluate and recommend advertising media options • BSBPUB501A Manage the public relations

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EVIDENCE GUIDE	
	publication process • BSBPUB503A Manage fundraising and sponsorship activities • marketing and advertising units • other 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.	
A complex public relations campaign includes complexity in terms of its scope, scheduling, budgetary or resource requirements, for example in relation to:	• anniversaries of opening • centenary events • graduation ceremonies • improving organisational image • milestone customer numbers • opening ceremonies • organisational communication activities • product launches • season launches

Legal and ethical constraints may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	• relevant legislation
	• policies and guidelines
	• regulations
	• social responsibilities such as:
	  • protection of children
	  • environmental issues
	• societal expectations

Information about target public may include:	• attitudes • demographic variables • lifestyle • psycho graphical variables

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RANGE STATEMENT	
	• social and cultural factors • values
Appropriate methods may include:	• focus groups • interviews • questionnaires • reports
Media vehicles may include:	• advertising • brochures • direct mail • direct marketing • leaflets • newsletters • press releases • reports • trade shows • video clips

Media directories may include:	• in-house designed media directory
	• commercial media lists such as:
	  • Margaret Gee's Australian Media Guide
	  • Directory of Australian Associations
	  • Marketing Navigator

Media operational requirements may include:	• journalist contact details • media deadlines • media personnel and their rounds • printing industry requirements • story lead times

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Public Relations

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Co-requisite units

Co-requisite units		

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BSBPUB503A Manage fundraising and sponsorship activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to conduct and manage fundraising and sponsorship activities for a not-for-profit organisation, and to align fundraising and sponsorship activities with organisational 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	This unit applies to senior public relations professionals who manage public relations in the not-for-profit sectorthey usually coordinate activities of team members in developing funding submissions or allocating budgets, and implement specific public relations activities.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 factors influencing fundraising or sponsorship	1.1. Identify relevant environmental issues in relation to fundraising and sponsorship 1.2. Identify available sources of ***funding or sponsorship*** including criteria for, and any conditions or constraints on, funding 1.3. Conduct research to identify the most appropriate target public for fundraising or sponsorship activities in accordance with organisational profile and requirements 1.4. Identify and consider ***legal and ethical requirements*** in relation to fundraising or sponsorship 1.5. Make recommendations for fundraising or sponsorship campaigns or activities based on research findings
2. Prepare a funding submission	2.1. Evaluate organisation's current operations and readiness to apply for ***funding*** 2.2. Develop a ***funding*** submission which meets the funding source's guidelines and criteria 2.3. Ensure the submission complies with all ***legal and ethical requirements*** 2.4. Write the submission to meet the needs of the grantor and submitting organisation

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ELEMENT	PERFORMANCE CRITERIA
3. Develop a fundraising or sponsorship campaign	3.1. Confirm the aims, objectives, outcomes and evaluation measures for a ***fundraising or sponsorship campaign*** with senior management 3.2. Conduct a feasibility study to ensure all aspects of the ***fundraising or sponsorship campaign*** have been considered 3.3. Examine and agree upon budgets with senior management 3.4. Prepare, and have agreed, a campaign plan for fundraising or sponsorship activities that meets organisational, ethical and legal requirements
4. Implement a fundraising or sponsorship campaign	4.1. Conduct a ***fundraising or sponsorship campaign*** in accordance with plan 4.2. Monitor progress of campaign and make necessary alterations as required 4.3. Ensure any changes are agreed upon by ***relevant stakeholders*** 4.4. Ensure changes meet ***legal and ethical requirements***
5. Evaluate campaign	5.1. Evaluate campaign outcomes against outcomes documented in campaign plan 5.2. Obtain feedback on performance of ***fundraising or sponsorship campaign*** from stakeholders 5.3. Develop mechanisms to incorporate feedback into any future fundraising campaigns

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 • interpersonal skills to work with a variety of stakeholder such as employees, team members, senior management, volunteers and other external stakeholders and manage conflict effectively • literacy skills to write and make presentations for funding or sponsorship submissions • organisational, time-management, problem-solving and project management skills

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REQUIRED SKILLS AND KNOWLEDGE
to simultaneously manage multiple project activities • research and data collection skills to evaluate donor and sponsorship environment.
Required knowledge

• computer software applications
• 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:
  • anti-discrimination legislation and principles of equal opportunity, equity and diversity
  • copyright
  • defamation and libel
  • ethical principles such as those outlined in the Public Relations Institute of Australia CodeofEthics and the Australian Journalists Association CodeofEthics
  • marketing codes of practice and conduct such as the Australian Direct Marketing Association Limited (ADMA) Direct Marketing Code of Practice
  • privacy laws
  • sweepstakes regulations
  • Trade Practices Act 1974 (Cth)
• organisational culture, policies, procedures and operating environment
• principles and practices of fundraising, donor motivation and fundraising alternatives
• principles and practices in relation to the media 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 following is essential: • developing and successful executing and evaluating a fundraising or sponsorship campaign.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated work

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EVIDENCE GUIDE	
	environment • access to office equipment and resources • access to examples of public relations 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: • analysis of responses to case studies and scenarios • assessment of written reports on campaign activities • examples of promotional or media activities undertaken as part of fundraising or sponsorship campaigns • direct questioning 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 • 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: • BSBPUB501AManage the public relations publication process • BSBPUB502ADevelop and manage complex public relations campaigns.

Range Statement

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

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RANGE STATEMENT	
include:	• government grants • non-government grants • private trust and foundations
Legal and ethical requirements may include:	• community standards • cultural expectations and influences • ethical principles • industry codes of conduct • legislation • regulations • society's expectations
Fundraising or sponsorship campaign may include:	• alumni • annual campaigns • bequests • capital campaigns • cause related marketing • direct mail campaigns • doorknocks • gaming • major gift giving • memberships • merchandising and income earned ventures • planned giving • special events • street appeals
Relevant stakeholders may include:	• community groups • contractors • general public • government departments • industry associations • investors • management • media • organisations • politicians • public service • staff • sponsorship organisation representatives • unions

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Public Relations

Co-requisite units

Co-requisite units		

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BSBPUB504A Develop and implement crisis management plans

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required by public relations personnel to coordinate, develop and implement a crisis management plan to provide an organisation with a planned communications response for use in the event of crisis. 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 public relations roles who are primarily responsible for preparing and implementing a planned communications response in the event of a crisis occurring.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 crisis management plans	1.1. Conduct ***research*** to identify ***crisis management*** best practice 1.2. Consult ***relevant groups and individuals*** for input into the ***crisis management plan*** 1.3. Document, distribute and maintain organisational ***crisis management plan*** 1.4. Ensure organisational ***crisis management plan is*** clearly understood by relevant groups 1.5. Ensure ***crisis management plan*** complies with organisational policies and ***legal and ethical requirements*** 1.6. Practise simulated crisis responses
2. Implement a crisis management plan	2.1. Set up a dedicated crisis resource centre 2.2. Develop a crisis response team to ***deal with media*** and conduct issue tracking 2.3. Monitor media to ensure the organisation is aware of possible crises 2.4. Implement and monitor ***issues tracking*** systems according to crisis plans
3. Review and update crisis management plans	3.1. Consult managers and employees about the effectiveness of the crisis plan 3.2. Amend crisis management plans as necessary to comply with legal and ethical requirements

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, interpersonal and negotiation skills to liaise effectively with stakeholders, resolve conflict and develop effectives crisis management plans
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities
- literacy skills sufficient to write to a range of audiences in different styles
- research and data collection skills to design and analyse crisis management plans
- technology skills to use a range of software and equipment relevant to the public relations industry

Required knowledge

- computer software applications
- overview knowledge of key provisions of relevant legislation from all levels of government, codes of practice and national standards that affect business operations such as:
  - anti-discrimination legislation and principles of equal opportunity, equity and diversity
  - copyright
  - defamation and libel laws
  - ethical principles such as those outlined in the Public Relations Institute of Australia CodeofEthics and the Australian Journalists Association CodeofEthics
  - marketing codes of practice and conduct such as the Australian Direct Marketing Association Limited (ADMA) Direct Marketing Code of Practice
  - privacy laws
  - TradePracticesAct1974(Cth)
- organisational culture, policies, procedures and operating environment
- principles of crisis and media management
- principles and practices in relation to the media and public relations

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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, reporting on and presenting a crisis management plan • implementing and evaluating a crisis management plan
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 previous crisis management planning and evaluation 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: • analysis of responses to case studies and scenarios • assessment of written crisis management plans or reports of crisis management activities • demonstration of crisis management techniques in a workplace or simulated environment • direct questioning with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of presentations in relation to crisis management planning and implementation • oral or written questioning • 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 marketing units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 include:	• analysis of previous organisational crisis management plans and their effectiveness • attendance at crisis management training courses • analysis of crisis management plans in other organisations • evaluation of case studies
Crisis management may include:	• any negative publicity that may affect the success of the business
Relevant groups and individuals may include:	• consumer protection groups • customers • employees • management • media spokespersons • safety representatives • statutory bodies
Crisis management plan may include:	• crisis manuals • details of media contact directories • developing a dedicated crisis resource centre • simulated crisis policies and procedures • stipulated crisis management triggers
Legal and ethical requirements may include:	• community standards • cultural expectations and influences • ethical principles • industry codes of conduct • legislation • regulations • society's expectations
Deal with media may include:	• arranging for the production of video news clips • organising media conferences • organising media interviews for organisational spokesperson

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RANGE STATEMENT	
Issues tracking may include:	• monitoring media • researching issues of concern for the organisation • considering implications for the organisation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Public Relations

Co-requisite units

Co-requisite units		

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BSBPUR301B Purchase goods and services

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit specifies the outcomes required to determine purchasing requirements, and make and receive purchases. 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 conduct low risk, low expenditure purchasing for an organisation using established and documented purchasing strategies. The unit may be undertaken by someone working in a small organisation who has general responsibility for conducting purchasing within an organisation, or by a purchasing specialist working in a large organisation. Some judgement may be required to make decisions in the implementation of purchasing strategies and work is generally conducted under the supervision of others.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Understand purchasing and own requirements	1.1. Read, understand and clarify organisation's ***purchasing strategies*** as required 1.2. Determine own role and ***limits*** of authority in consultation with ***relevant personnel***
2. Make purchases	2.1. Receive purchase specifications from relevant personnel and clarify as required 2.2. Select ***purchasing methods*** most appropriate to particular purchases within limits of own role 2.3. Obtain approvals for purchases as required 2.4. Obtain quotations from suppliers as required 2.5. Select suppliers, place orders and make purchases
3. Receive purchases	3.1. Receive goods or make arrangements to receive services 3.2. Advise relevant personnel of receipt of purchase 3.3. Ensure goods received are checked for compliance with specifications 3.4. Take action to resolve non-compliance with specifications 3.5. Facilitate registration of new assets 3.6. File and store ***purchase records***

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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 skills to liaise with suppliers and end users of purchases
- literacy skills to document purchases and write reports on purchasing activities
- information management and research skills to analyse and assess purchasing options and offers
- technology skills to use of software to keep records of purchases made
- data collection skills to keep records related to purchasing.

Required knowledge

- codes of ethics and conduct
- 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
- organisation policy and procedures relating to:
  - purchasing strategies
  - record-keeping systems related to purchasing and assets
  - standard contracting arrangements
- 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

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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: • obtaining quotes from prospective suppliers for a low risk, low expenditure good to be purchased • selection of appropriate purchasing methods for a low risk, low expenditure purchase • receipt, checking and documentation of a low risk, low expenditure 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 are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports documenting purchasing requirements and records of purchases made • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observation of obtaining quotes form suppliers • 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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purchasing strategies may include:	• criteria for making purchasing decisions • legal requirements and policies and procedures that underpin strategies and that are relevant to role • policies, procedures, guidelines and documentation formats for purchasing from suppliers including entities owned by the organisation, partners, alliance members and local and distant suppliers
Limits may include:	• approval processes for purchases • expenditure approval limits
Relevant personnel may include:	• CEOs • managers • leaders • coordinators • supervisors • other persons authorised to commit the organisation to purchases • internal users of purchased goods and services • owner • Board members • specialist personnel involved in purchasing, asset maintenance and finance
Purchasing methods may include:	• credit card purchases • direct purchases from retail outlets • online purchases • petty cash • purchases using standing agreements or accounts with suppliers • written and/or verbal quotations • written and/or verbal supply agreements
Purchase records may include:	• corporate credit card transaction documentation

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RANGE STATEMENT	
	• invoices, statements and payment requests • petty cash vouchers • purchase requests and orders • receipt advices for goods and services • records of supplier performance

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

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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	

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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 ***relevant personnel*** and clarify as required 1.2. Select ***purchasing methods*** most appropriate to particular purchases 1.3. Prepare ***invitations to offer*** 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 ***purchasing strategies***
3. Issue invitations to	3.1. Distribute invitations to offer

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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

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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

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EVIDENCE GUIDE	
	are appropriate for this unit: • analysis of responses to case studies and scenarios • assessment of written reports documenting the procurement planing 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.	
Relevant personnel 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
Purchasing methods may	• direct negotiations

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RANGE STATEMENT	
include:	• direct purchases using supply agreements • electronic trading • invitation of open or select tenders • written quotations
Invitations to offer 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

Purchasing strategies 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

Clarify issues may include:	• requests for further information about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services
Further information may include:	• requests about specifications not responded to, misinterpretations of specifications and supplementary/add on products or services • supplier briefings and presentations

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - Purchasing and Contracting

Co-requisite units

Co-requisite units		

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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		

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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

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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:

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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

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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.	
Issues 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
Contracts 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
Relevant personnel may include:	• CEO • managers • leaders • coordinators • OHS specialists • supervisors • other persons authorised to commit the

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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		

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BSBRES401A Analyse and present research information

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to gather, organise and present workplace information using available 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 required to apply their broad knowledge of the work environment to analysis and research tasks. 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		

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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 and organise information	1.1. Gather and organise ***information*** in a format suitable for analysis, interpretation and dissemination in accordance with ***organisational requirements*** 1.2. Access information held by the organisation ensuring accuracy and relevance in line with established organisational requirements 1.3. Ensure that ***methods of collecting information*** are reliable and make efficient use of resources in accordance with organisational requirements 1.4. Identify research requirements for combining online research with non-electronic sources of information 1.5. Use ***business technology*** to access, organise and monitor information in accordance with organisational requirements 1.6. Update, modify, maintain and store information, in accordance with organisational requirements
2. Research and analyse information	2.1. Clearly define ***objectives of research*** ensuring consistency with organisational requirements 2.2. Ensure that data and ***research strategies*** used are valid and relevant to the requirements of the research and make efficient use of available resources 2.3. Identify ***key words and phrases*** for use as part of any online search strategy, including the use of ***Boolean operators*** and other search tools

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ELEMENT	PERFORMANCE CRITERIA
	2.4. Use reliable ***methods of data analysis*** that are suitable to research purposes 2.5. Ensure that assumptions and conclusions used in analyses are clear, justified, supported by evidence and consistent with research and ***business objectives***
3. Present information	3.1. Present recommendations and issues in an appropriate format, style and structure using suitable business technology 3.2. Structure and format reports in a clear manner that conforms to organisational requirements 3.3. Report and distribute research findings in accordance with organisational requirements 3.4. Obtain ***feedback*** and comments on suitability and sufficiency of findings 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 read, write and understand a variety of texts; and to 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 select and use technology appropriate to a task
- research skills to identify and access information.

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 record keeping/filing systems, security procedures and safe

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REQUIRED SKILLS AND KNOWLEDGE
recording practices • organisational policies and procedures relating to distribution of workplace information, and legal and ethical obligations • research processes and strategies to identify new sources (online and print) of information and to use them most efficiently and effectively.

Evidence 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: • presenting information and data • maintaining and handling data and documents systematically • analysing and interpreting data to support organisational activities • knowledge of research processes and strategies to identify new sources 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 • examples of research tasks 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 • analysis of responses to case studies and scenarios • demonstration of techniques • observation of presentations • review of documentation outlining recommendations and issues

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EVIDENCE GUIDE	
	• review of reports outlining research findings.
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 • IT use units • Governance 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:	• demographic data • service delivery records • computer databases (library catalogue, customer records, subscription database, internet) • computer files (letters, memos and other documents) • correspondence (faxes, memos, letters, email) • financial figures • forms (insurance forms, membership forms) • information on training needs • invoices (from suppliers, to debtors) • marketing reports/plans/budgets • personnel records (personal details, salary rates) • production targets • sales records (monthly forecasts, targets achieved)
Organisational requirements may include:	• anti-discrimination and related policy • business and performance plans • Code of Conduct/Code of Ethics

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RANGE STATEMENT	
	• defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • 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 • individual research • information from other organisations • interviews with community members, colleagues/customers • observation and listening • previous file records • questioning (in person or indirect) • recruitment applications and other forms
Business technology may include:	• answering machine • computer • fax machine • photocopier • telephone
Objectives of research may include:	• comparative analysis • hypothesis testing • identification of trends • industry pricing policies • process mapping • situational diagnosis
Research strategies may include:	• data analysis • documentation reviews • focus groups • interviewing colleagues and clients • online searching • product sampling • subscription databases

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RANGE STATEMENT	
Key words and phrases may include:	• American spellings when searching online • cultural or geographic terms • using different thesauri in different databases
Boolean operators may include:	• exclude - / NOT • include +/ AND • or • phrase searching " "/( ) • variations, depending on the resource being used
Methods of data analysis may include:	• data sampling • feedback on results • peer review • review of previous research • statistical analysis
Business objectives may include:	• community capacity building • community development • service provision • business planning • financial performance • flexibility, responsiveness • interpersonal communication • marketing and customer service • organisational values and behaviours • people management • work procedures and quality assurance manuals
Feedback may include:	• audit documentation and reports • comments from community, board members, clients and colleagues • customer satisfaction questionnaires • quality assurance data • returned goods

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units		

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BSBRES801A Initiate and lead applied research

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, conduct and report on applied research to influence strategic practices and outcomes within an organisational context. The unit also covers constructing an applied research strategy, using a range of applied research techniques, and analysing and presenting findings. 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 using applied research to ensure learning can enhance individual, team and organisational performance. The intended purpose and approach to applied research may vary across a range of contexts and organisations. In this unit, the focus is on applied research to attain improved organisational outcomes. It involves leading a range research activities and techniques that, in combination, can provide quality information to enhance learning related activities and the development of capabilities.

Licensing/Regulatory Information

Not applicable.

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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. Construct an applied research strategy	1.1. Clarify and confirm ***applied research purpose*** and needs of the ***target group***
	1.2. Determine policies and procedures in relation to conducting applied research
	1.3. Establish mechanisms for collecting and maintaining data in a systematic manner
	1.4. Analyse ***factors affecting the reliability and validity of data***
	1.5. Review relevant research ethics and codes of conduct
	1.6. Prepare ***applied research strategy*** and ***hypothesis***
	1.7. Frame a research strategy in consideration of available ***tools*** and ***resources***

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ELEMENT	PERFORMANCE CRITERIA
2. Use a range of applied research techniques	2.1. Review and evaluate a range of ***applied research methods***, ***theories*** and ***data collection techniques*** 2.2. Select appropriate methods to gather and analyse data 2.3. Use, as appropriate, ***suitable technology*** and technology services to support data collection and analysis 2.4. Access ***appropriate sources of information*** and ***contributors*** relevant to the research 2.5. Optimise ***relevance of the research*** through integrity of the data collected and analysis tools used
3. Analyse and present findings	3.1. Evaluate how research findings such as trends and changes will impact on learning strategy 3.2. Review data and research findings for accuracy of details and adherence to any ***legal requirements*** 3.3. Collate and analyse data for relevance against the original applied research strategy 3.4. Document and ***present research findings*** in a clear and logical manner consistent with audience needs 3.5. Identify the need for and an appropriate approach to, further research

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:
  - analyse and interpret structurally intricate information in the area being researched
  - consult with target groups using a range of communication techniques
  - develop written texts which deal with complex ideas and concepts
  - present research results creatively to meet audience needs
- initiative and enterprise skills to discover and source appropriate information, and to identify future implication of information and data collected
- planning and organising skills to:
  - construct an applied research strategy

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REQUIRED SKILLS AND KNOWLEDGE

• initiate and design research methodology
• manage an applied research project
• frame research strategy in consideration of available resources
• problem-solving skills to:
  • develop and examine the validity of the hypothesis using a range of applied research techniques
  • collect, organise, analyse and present data
  • analyse research
  • check the integrity of data collected
  • conduct trend analyses
• self-management and learning skills to:
  • manage own time and determine priorities
  • review and adhere to relevant ethics and codes of conduct
  • store data to maintain privacy and confidentiality of information
  • conduct research to develop capabilities and learning related activities
• technical skills to:
  • select suitable technology and technical services
  • use a range of software programs
  • use technology and the internet to discover, access, collect and store data, information and research in a systematic manner.

Required knowledge
• communication processes and methods • data collection methods • legislation, regulations, policies, procedures and guidelines relating to handling or storing data, including privacy and freedom of information • presentation techniques • reporting methods • research ethics and codes of conduct • research tools and methods • selection of appropriate applied research 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

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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:
	• formulating a research proposal or plan which includes:
	  • specific research questions or hypotheses
	  • valid population or sample size
	  • description of the geographical, cultural, social or institutional context within which the research will be carried out
	  • full description of the data collection methods
	  • analysis of the limitations to research design
	• designing an applied research project using appropriate tools and techniques
	• research report with analysis of data, and valid and reliable findings
	• utility and relevance of the research results
	• knowledge of applied research techniques.

Context of and specific resources for assessment	Assessment must ensure: • research activity relates to an actual workplace or simulated context and topic • competence is consistently demonstrated over time, over a range of applied topics, and using a range of tools and techniques appropriate to the given situations and research topic.
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 • applied projects or assessment activities relating to conducting applied research • observation of contextual application of skills • oral or written questioning to assess knowledge of applied research.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended,

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EVIDENCE GUIDE	
	for example: • BSBITB701A Implement advanced electronic technologies • BSBLED702A Lead learning strategy implementation • BSBLED703A Implement improved learning practice • BSBLED704A Review enterprise e-learning systems and solutions implementation • BSBLED709A Identify and communicate trends in career development.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Applied research purpose may be contained in documents such as:	• agreements • research brief • research contracts • research guidelines • research statement
Target group may include:	• age cohort • career choices • cultural background and needs • diversity • employees • employment status or role • end users • learners/students • learning styles and preferences • level of education achieved • literacy and numeracy skills • location

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RANGE STATEMENT	
	• occupational health and safety • predetermined service user group • skill or competency profile • socioeconomic background
Applied research strategy may cover:	• analysis of industry specific trends, statistics and issues • collection of data to assist informed decision making, planning or risk management • data and information relating to strategy, policy, practices, or work processes developed and implemented by an organisation • formation of solutions to complex problems • information and analysis needed to develop a campaign, strategic plan, industry or sector plan and strategy, or to bargain effectively with employers • information and analysis to conduct a strategic or community campaign or activity • relationship or relevance of a theory, principle or practice to an immediate practical problem, issue or to test a proposed solution
Factors affecting reliability and validity may include:	• sample size • type or survey used (e.g. comparing types and methods to increase validity) • capacity to generalise findings across the whole population • access appropriate population
Hypothesis is:	• conceptual or operational proposition or explanation that will be tested through the conduct of the applied research
Tools may be:	• designed for electronic or physical presentation • involve a range of technologies (online or computer-based)
Resources may include:	• components required • design specifications • infrastructure • monetary • physical • technical manuals • samples
Applied research methods and	• methods such as:

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RANGE STATEMENT	
theories may cover:	• action research • case study • classification • experience and intuition • experiments • interviews • map making • mathematical models and simulations • participant observation • physical traces analysis • semiotics • surveys • statistical data analysis • statistical surveys • ethnographic research • content, textual analysis, theories and techniques, which will vary upon consideration of: • application of statistical methods • causal factors and dependant or independent variables • critical analysis • experimental, quasi-experimental, non-experimental • mathematical calculations • problem solving • qualitative or quantitative research • sampling and sample size
Data collection techniques may include:	• collaboration with other experts or mentors • desk research • document research • field study • observation • physical items analysis • interviews • questionnaires • surveys
Suitable technology may include:	• communication technology and networks • databases and the use of spreadsheets, graphs,

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RANGE STATEMENT	
	trend and time series, and mathematical equations • hardware and software
Appropriate sources of information may include:	• archives • community organisations • computer data, including internet • discussions with current industry practitioners • discussions with industry personnel, manufacturers, and technical and sales personnel • government departments • industry associations and organisations • industry journals • libraries (such as text, film, video, sound, graphic) • media (such as film, television, radio, newspapers, multimedia) • media archives • museums, galleries • organisational policies, procedures and journals • personal observations and experience • professional organisations • reference books • technical publications, manuals
Contributors may include:	• individuals and groups both inside and outside the organisation who have some direct interest or expertise in relation to the applied research or who provide data
Relevance of the research may be based on:	• available time and resources • feasibility of implementing the recommendations • findings of previous and current research • original research parameters and brief • quality and credibility of the methodology • value of its usefulness • value of the information and data
Legal requirements may include:	• agreements with third parties that supply research or data • competency standards • contracts • copyright and privacy laws relating to physical

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RANGE STATEMENT	
	materials and electronic technology • licensing • plagiarism • privacy • relevant commonwealth and state/territory legislation, policy, codes of practice and national standards • security of information
Presenting research findings may include:	• circulating publications for comment and critique on the internet • contributing to strategic policy • drafting publications or reports • presentations at seminars and conferences • providing data, plans, specifications and reports resulting in changed work practice/s or design/s • providing internal reports verbally, in writing or via presentations • publishing papers and articles for expert review and audiences • publishing reports and articles for lay audiences

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Research

Co-requisite units

Co-requisite units	

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Co-requisite units		

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BSBRSK401A Identify risk and apply risk management processes

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify risks and to apply established risk management processes to a subset of an organisation or project's operations that are within the person's own work responsibilities and area of 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 with a broad knowledge of risk analysis or project management who contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They may have responsibility to provide guidance or to delegate aspects of these tasks to others. In this unit, risks applicable within own work responsibilities and area of operation, may include projects being undertaken individually or by a team, or operations within a section of the organisation.

Licensing/Regulatory Information

Not applicable.

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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 risks	1.1. Identify the ***context*** for risk management 1.2. Identify ***risks*** using ***tools***, ensuring all reasonable steps have been taken to identify all risks 1.3. Document identified risks in accordance with relevant policies, procedures and legislation
2. Analyse and evaluate risks	2.1. Analyse and document risks in consultation with relevant ***stakeholders*** 2.2. Undertake ***risk categorisation*** and determine ***level of risk*** 2.3. Document analysis processes and outcomes
3. Treat risks	3.1. Determine appropriate ***control measures*** for risks and assess for strengths and weaknesses 3.2. Identify control measures for all risks

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Refer risks relevant to whole of organisation or having an impact beyond own work responsibilities and area of operation to others as per established policies and procedures 3.4. Choose and implement control measures for own area of operation and/or responsibilities 3.5. Prepare and implement treatment plans
4. Monitor and review effectiveness of risk treatment/s	4.1. Regularly review implemented treatment/s against ***measures of success*** 4.2. Use review results to improve the treatment of risks 4.3. Provide assistance to auditing risk in own area of operation 4.4. Monitor and review management of risk in own area of operation

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 understand a variety of texts; and to write, edit and proofread documents to ensure clarity of meaning, accuracy and consistency of information • research and data collection skills to monitor and evaluate risks • problem-solving skills to appropriately address identified risks.
Required knowledge

• Australian and international standards for risk management
• 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
• organisational policies and procedures relating to risk management processes and

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REQUIRED SKILLS AND KNOWLEDGE
strategies • auditing requirements relating to risk 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.	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • identification, analysis and evaluation of risks • demonstrated understanding of personal role in relation to wider organisational or project context • demonstrated understanding of risk management processes and procedures.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace documentation relating to risk management • access to risk management tools and frameworks.
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 documentation outlining risk analysis processes and outcomes • analysis of responses to case studies and scenarios • oral or written questioning to assess knowledge of Australian and international standards for risk management • review of implementation of treatment plans.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:

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EVIDENCE GUIDE	
	• general administration units • other risk 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.	
Context may include:	• any related projects or organisations • any resources, including physical assets, which are vital to operations • key operational elements and service of the organisation • organisation or project, how it is organised and its capabilities • own role and responsibilities in relation to overall project or organisation design
Risks may include:	• commercial and legal relationships • economic circumstances and scenarios • human behaviour • individual activities • management activities and controls • natural events • political circumstances • positive risk • technology - technological issues
Tools may include:	• documentation to assist in process of identifying risk, and assessing impact and likelihood of occurrence • standard instruments developed for the organisation and contextualised for sections of the workplace's operations, such as checklists and testing procedures • tools to prioritise risks, including where relevant, numerical scoring systems for risks

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RANGE STATEMENT	
Stakeholders may include:	• contractors • employees • financial managers • insurance agents • managers • public • service providers • suppliers • unions • volunteers

Risk categorisation may include:	• likelihood of risks:
	  • almost certain
	  • likely
	  • possible
	  • unlikely
	  • rare
	• consequences of risks:
	  • insignificant
	  • minor
	  • moderate
	  • major
	  • catastrophic
	  • current control measures

Level of risk may include:	• low, treated with routine procedures • moderate, with specific responsibility allocated for the risk, and monitoring and response procedures implemented • high, requiring action, as it has potential to be damaging to the organisation or project • extreme, requiring immediate action, as it has potential to be devastating to the organisation or project

Control measures may include:	• hierarchy of controls:
	  • reduction in likelihood of risks
	  • reduction of consequences of risks
	  • retention of risks
	  • risk aversion
	  • transfer of responsibility of risks

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RANGE STATEMENT	
Measures of success may include:	• costs • reductions in impact • reductions in likelihood • reductions in occurrence

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Risk Management

Co-requisite units

Co-requisite units		

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BSBRSK501A 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	

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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 ***risk*** management 1.2. Determine ***scope*** 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 ***relevant parties*** about the risk management process and invite participation

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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

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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

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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.	
Risks may include those relating to:	• commercial relationships • economic circumstances and scenarios • human behaviour • individual activities • legislation • management activities and controls • natural events • political circumstances

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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 inlcude:	• brainstorms • 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

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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		

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BSBSMB201A Identify suitability for micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to set up a micro business. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This unit requires individuals to examine their potential for entering a micro business.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Explore potential business ideas	1.1. Identify products and services that are available from local ***micro and small businesses*** 1.2. Identify products and services that are not available locally 1.3. Determine opportunities for new micro businesses based on gaps in the provision of goods and services 1.4. Identify and utilise a ***range of sources*** to gather information about micro business opportunities identified 1.5. Outline the processes to be undertaken by the micro business to provide the products/services
2. Compare personal skills and aspirations with micro business opportunities	2.1. Identify personal reasons for entering into a micro business in realistic terms of own ***personal commitments***, ***expectations and capabilities*** 2.2. Match personal capabilities realistically with the identified business opportunities 2.3. Examine personal commitments, expectations and capabilities to realistically identify impacts on the preferred business opportunity 2.4. Examine options to address and minimise the negative impacts and strengthen the positive impacts of these issues
3. Access business learning opportunities, mentoring and advice	3.1. List the skills and knowledge required to develop and operate the business opportunity 3.2. Identify and interpret ***business information and terminology*** 3.3. Identify gaps in ***personal skills and knowledge*** which are needed for the business

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Identify appropriate ***learning opportunities*** to rectify gaps in personal skills and knowledge 3.5. Identify potential mentors, advisers, networks and sources of assistance for 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 prioritise micro business opportunities and to identify own skills gaps • communication skills to describe ideas, and own personal and life goals • literacy skills to record micro business opportunities, personal expectations, commitments and skills • research skills to investigate micro/small business products and services and the likely demand for products and services.
Required knowledge
• characteristics of micro/small business and its environment • learning opportunities and sources of assistance for micro/small business operators • personal skills required for micro business • products and services that are available from local micro/small businesses and those that are not available.

Evidence 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: • sound description of the potential micro business

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EVIDENCE GUIDE	
competency in this unit	opportunity • clear description of own personal and business capabilities • effective matching of personal attributes with micro business opportunities and identification of personal development opportunities • knowledge of learning opportunities and sources of assistance for micro/small business operators.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant documentation • candidate's individual circumstances and work 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 short oral or audiovisual presentation • review of personal skills plan • oral or written questioning to assess knowledge of own personal and business capabilities • review of personal capabilities matched with identified business opportunities.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB301A Investigate micro business 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 wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Micro and small businesses may	• community owned and/or run businesses

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RANGE STATEMENT	
include:	• family owned and/or run businesses • franchise • government owned business • sole trader owned and/or run business • other such forms of small businesses which meet the accepted definition of a small business
Range of sources may include:	• Australian Bureau of Statistics • business advisors • business incubators • business people • business/trade associations • friends, family and community • government agencies • internet • local government • market research publications • mentors • teachers

Personal commitments, ***expectations and capabilities*** may include:	• community commitments and expectations
	• cultural values, behaviours and expectations
	• current and preferred lifestyle
	• customer expectations
	• family commitments and expectations
	• other business interests or employment
	• own financial background, commitments and aspirations
	  • personal motivation and entrepreneurship
	  • personal principles and ethics
	  • time commitments and availability

Business information and terminology may include:	• terms frequently used in business such as:
	  • balance sheet
	  • cost
	  • liabilities
	  • margin
	  • mark-up
	  • pricing
	  • profit
	  • return

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RANGE STATEMENT	

	• sales
	• information relating to businesses such as:
	  • compliance with legislation, regulations and codes of practice
	  • financial management
	  • marketing
	  • information technology (including e-business)
	  • production
	  • quality assurance

Personal skills and knowledge may include:	• ability to prioritise obligations and commitments • communication skills both with own community and other communities • cultural knowledge and sensitivities • financial management skills and business knowledge • life skills (including assertiveness) • literacy and numeracy skills • time management • marketing and selling skills • planning skills • positive relationships with family, customers, suppliers, staff and community • self-promotion and self-image • specific industry and local knowledge
Learning opportunities may include:	• coaching, mentoring and/or supervision • courses • informal training • personal study • recognition of competence or skills recognition • work experience • workplace training

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB301A Investigate micro business opportunities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop business ideas, and to investigate market needs and factors affecting potential markets. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Describe business ideas	1.1. Gather information for ***business ideas*** from ***appropriate sources*** 1.2. List details of business ideas and opportunities 1.3. Research alternative business ideas in light of the resources available 1.4. Specify and list products and services to match business ideas 1.5. Identify and research potential ***customer information*** for business ideas 1.6. Identify and take into account financial, business and technical skills available when researching business opportunities
2. Identify market needs	2.1. Collect information regarding market size and potential from appropriate sources 2.2. Investigate market trends and developments to identify market needs relative to business ideas 2.3. Gather market information from ***primary and secondary sources*** to identify possible market needs in relation to business ideas 2.4. Identify ***ethical and cultural requirements*** of the market and their impact on business ideas 2.5. Identify ***new and emerging markets*** and document their features

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ELEMENT	PERFORMANCE CRITERIA
	2.6. Identify and organise information on expected market growth or decline and associated risk factors
3. Investigate factors affecting the market	3.1. Identify projected changes in population, economic activity and the labour force that may affect business ideas 3.2. Identify movements in prices and projected changes in availability of resources 3.3. Review ***trends and developments*** and identify their potential impact on business ideas

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to identify market trends and developments, and to assess their impact on products and services • communication skills to request information from diverse sources • lateral thinking skills to generate ideas for potential businesses • literacy skills to interpret business and market information • numeracy skills to analyse data to aid business/market research • research skills to investigate market needs.
Required knowledge
• ethical and cultural requirements • research methods and data collection tools • sources of business and market 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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • thorough investigation of business opportunities and ideas • clearly identified products/services and customer information for each business idea • thorough collection and analysis of market information and associated factors relating to business ideas • knowledge of ethical and cultural requirements.
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 micro 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 relating to the development of the candidate's own business idea • review of report on an existing micro or small business known to the candidate • oral or written questioning to assess knowledge of research methods and data collection tools • review of market information gathered to identify possible market needs in relation to business ideas • assessment of reviewof trends and developments and their potential impact on business ideas.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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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.	
Business ideas may be influenced by:	• amount and type of finance available • cultural, family and/or community expectations • expected financial viability • finance required • lifestyle sought • number and type of competitors • returns expected or required by owner • skills of owner/operator
Appropriate sources may include:	• Aboriginal and cultural councils and incorporated bodies • accountants • Australian Bureau of Statistics • business advisory services • business brokers • business consultants • business incubators • business mentors and peers • current affairs • databases • financial institutions • government agencies set up to provide and assist business development for example Indigenous Business Australia (IBA), Business Entry Point (www.business.gov.au) • industry/trade associations • internet • lawyers and providers of legal advice • local councils • friends, family and community • market research publications • national and international publications • online gateways • role models and other successful businesses • training providers
Customer information may	• customer characteristics

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RANGE STATEMENT	
include:	• marketing issues to meet needs • specialised needs of customers
Primary sources may include:	• group interviews • market testing a segment of the market • interviews (face-to-face and telephone) • observation • questionnaires • samples • surveys
Secondary sources may include:	• chambers of commerce data • data held by research and industry specific organisations • polls published by advertising and media companies • published government statistics • university databases

Ethical and cultural requirements may include:	• codes of practice
	• cultural expectations and influences
	• ethical principles
	  • government policies and guidelines
	  • societal expectations
	  • social responsibilities, for example protection of children, environmental issues

New and emerging markets may include:	• e-commerce • export market • niche or segment of the market not currently penetrated
Trends and developments may include:	• changes in technology • demographic trends • ecological/environmental trends • economic trends (local, regional, national, international) • government activities, fro example interest rates, deregulation • industrial trends • social and cultural factors

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB302A Develop a micro business proposal

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop an identified business idea, to research the feasibility of the business opportunity and to present a business idea in formats that suit a range of stakeholders. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 business opportunities	1.1. Identify and research ***key factors*** that influence viability of business ideas 1.2. Analyse business ideas in terms of personal or family needs and commitments 1.3. Evaluate impacts of emerging or changing technology, including e-commerce, on the business 1.4. Determine viability of business opportunity in line with perceived risks, resources available, financial returns and other outcomes sought 1.5. Assess and match ***personal skills***/***attributes*** against those perceived as necessary for a particular business opportunity 1.6. Identify and assess ***business risks*** according to resources available and personal preferences
2. Detail the business idea	2.1. Develop an ***accurate description of the business idea*** for ***key stakeholders*** 2.2. Develop an ***accurate summary of the major products and***/***or services*** required to suit personal needs and requirements
3. Prepare the business overview to suit different stakeholders	3.1. Present an accurate list of key stakeholders and their information requirements 3.2. Determine an acceptable ***method of presentation*** of information for each stakeholder

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Provide accurate customised information to target audiences

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to assess personal attributes and to identify business risks, for example, to conduct a strengths, weaknesses, opportunities, threats (SWOT) analysis • communication skills to present information in an appropriate format for the audience • literacy skills to enable interpretation of business information • numeracy skills to analyse data to aid research • research skills to investigate the feasibility of a business opportunity.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • income and expenditure costing • regulations and codes of practice relevant to the business operation • principles of risk assessment relevant to the business 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	Evidence of the following is essential:

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EVIDENCE GUIDE	

competency in this unit	• accurate and complete outline of the business idea that considers the major elements of:
	  • products/services
	  • customers
	  • operations and processes
	  • income and expenditure
	  • resources
	  • marketing
	  • location
	• evaluation of research results and assessment of the likely viability and practicability of a business opportunity, taking into account the current business/market climate and resources available
	• effective presentation of business idea and profile
	• knowledge of relevant legislative requirements affecting business operation.

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 micro 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: • oral or audio-visual presentation of business proposal, depending on the proposed stakeholder/s • portfolio of evidence including an outline of the business idea, evaluation of viability based on research and presentation of the business idea in an appropriate format for the proposed stakeholder/s • oral or written questioning to assess knowledge of regulations and codes of practice relevant to the business operation • review of list of key stakeholders and their information requirements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB301A Investigate micro business opportunities.

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Range Statement

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

Key factors may include:	• economy
	• infrastructure requirements
	• legal requirements and licensing
	• market competition
	• opportunities available
	  • resources and premises/location available
	  • risks related to a particular business opportunity, especially in regard to OHS and environmental considerations set up costs, time and effort
	  • skills available
	  • timing/cyclical considerations

Personal skills*/*attributes may include:	• business knowledge and skills • communication skills • entrepreneurship • financial knowledge and skills • technical and/or specialist skills • willingness to explore opportunities
Business risks may be affected by and may include:	• cultural, community and/or family factors • market competition • market trends • OHS and environmental considerations • relevant legislative requirements • resources available • security of investment • security of premises/location • supply and demand
Accurate description of the business idea includes:	• business type and location such as: • specific aspects of type of business, for example newsagency, clothes retailing, toy

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RANGE STATEMENT	
	manufacturing, tourism venture, heritage consultant • type or field of business, for example consulting, manufacturing, retailing • where the business will operate from • overall purpose of the business general scope such as: • address community or social justice objectives • maximise profits and personal wealth • provide employment opportunities for self, family or community members • provide not-for-profit goods and services for the community • retain linkages to land or locality
Accurate summary of the major products and/or services includes:	• customer and market description such as: • customer characteristics • marketing issues to meet needs • specialised needs of customers • overall predicted costs including: • capital • distribution costs • insurance • maintenance • overheads • production costs • supply costs • overall predicted income such as: • grants • interest on investments • loans • supply or sales of products or services • tax incentives • processes or operations such as: • how business might be structured • what ethical or cultural principles and protocols will guide the running of the business • what major activities the business will

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RANGE STATEMENT	

	undertake
	• resources such as:
	  • capital
	  • cultural knowledge
	  • equipment
	  • premises
	• skills and abilities

Key stakeholders may include:	• business and community members and organisations • councils (local, land and other) • customers • Elders, traditional owners, native Title holders • family members • funding bodies/banks/lending institutions • Indigenous, culturally and linguistically diverse organisations • suppliers
Preparing the business overview may mean determining:	• appropriate medium for presentation, such as oral or visual presentation, video, written documentation, developing a web page • best style of presenting the information, such as using plain English, using first language, joint presentation with key stakeholders • most suitable information to include in different versions of the overview • order of information to best suit the needs and interests of the audience • time and location that best suits the target audience needs and their importance
Method of presentation includes:	• main characteristics of the method • reasons for the method and any cultural considerations
Presentation may be via:	• formal written business proposal • oral or visual presentation • video

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB303A Organise finances for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to investigate the financial capacity to enter into a micro business, to determine the projected cash flow, to source finances and to monitor the profitability of the business. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Ascertain own financial position and the ability to provide capital/equity for the business	1.1. Realistically detail ***personal***, ***family or community financial situation*** in terms of funds available and commitments already incurred 1.2. Determine equity finance and assets available for micro business from personal, family or community sources
2. Determine projected cash flow for the business	2.1. Determine the level of forecast business activity over a year and the business mix 2.2. Estimate ***establishment costs*** for the business and repayment schedule for borrowings 2.3. Calculate the monthly variable and fixed costs needed to conduct business activity over a year 2.4. Estimate personal drawings needed to be taken from the business 2.5. Estimate the monthly income generated by the business for a year based on price per unit item or hourly charge rate for labour 2.6. Develop a cash flow budget for the first year of business operation 2.7. Seek ***professional advice*** to estimate goods and services tax and operating finance required for the business
3. Source the required	3.1. Estimate required funding to establish and run the

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ELEMENT	PERFORMANCE CRITERIA
funds to establish the business	business based on expected sales and activity levels, available finances and commitments 3.2. Investigate methods of accessing alternative ***sources of finance*** 3.3. Identify strategies for meeting financial obligations 3.4. Implement plans to access available funds as required
4. Monitor profitability of the business	4.1. Maintain and review monthly expenditure and income records 4.2. Compare equity at beginning and end of a year to estimate business performance 4.3. Assess the ***financial viability*** of the business after a year of operation 4.4. Seek professional advice on depreciation, insurance and tax implications 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 determine the viability of the business • literacy skills to interpret financial reports and to complete relevant forms requested by financial bodies • numeracy skills to calculate basic revenue and expense forecasts, and to estimate the funding needed to establish and run the business • research skills to source financial information.
Required knowledge
• basic budgeting • basic costing for the business • financial commitments and requirements • financial reports and terminology • methods and relative costs of obtaining finance • own financial position • sources of advice and assistance.

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Evidence 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: • investigation of own financial position and needs • investigation of projected cash flow for the business • estimation of the funding needed to establish and operate the business • assessment of the financial viability of the business • knowledge of basic budgeting.
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 micro 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: • problem-solving scenario which requires candidate to assess the financial viability of a proposed micro business in candidate's geographical location; the scenario should include opportunities for the candidate to calculate expenses and commitments against expected income • oral or written questioning to assess knowledge of financial reports and terminology • review of estimated establishmentcosts for the business and repayment schedule for borrowings • review of plans implemented to access available funds.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB304A Determine resource requirements for the micro business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Personal**, **family or community financial situation may include:	• education and other expenses • equity available through capital, savings and assets • existing loan repayments and/or other debt repayments • family, community or cultural commitments and obligations • living expenses such as rent, food, clothing for self and family
Establishment costs may include:	• capital equipment • insurance costs • purchase price • start-up costs
Professional advice may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • online gateways • mentors

Sources of finance may include:	• banks and/or other finance providers
	• business finance
	• family or community equity
	• family or community loans/resources
	• government grants and other sources
	• personal equity
	  • private capital
	  • royalties
	  • venture capital

Financial viability may include:	• return on capital • return on labour

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB304A Determine resource requirements for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to determine the resource requirements of the micro business and to source these resources. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 resources needed in the business	1.1. Use the business profile to determine the ***types of resources*** that may be required in the business 1.2. Gather ***information regarding resource requirements***, from appropriate sources 1.3. Determine resource quantities in accordance with business activity levels and financial position
2. Select appropriate sources for resources required in the business	2.1. Investigate different ***options for acquiring resources*** needed in the business in terms of business profile and stakeholder needs 2.2. Determine reliability, risks and costs associated with these options in line with business projections 2.3. Determine ease of access to sources of service and support 2.4. Select suitable options as investigated 2.5. Establish relationships with suppliers and other key people
3. Prepare for the use of resources in the business	3.1. Design ***procedures and systems*** to allow for the effective and efficient introduction, use and maintenance of resources 3.2. Negotiate and review arrangements for supply of resources to ensure the business profile is met 3.3. Design procedures for monitoring the use of resources

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ELEMENT	PERFORMANCE CRITERIA
	3.4. Develop procedures for the maintenance, support, repair and replacement of business machinery, equipment and software

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 contracts; to make initial and to maintain ongoing, contact with suppliers; to explain processes/procedures to contractors or employees (where relevant) • literacy skills to produce simple instructions for a particular routine task • numeracy skills to calculate resource/equipment expenditure • research skills to investigate the resources needed for the business and options for acquiring them • technology skills to select and use technology appropriate to a task.
Required knowledge
• commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti discrimination • functions of a range of business equipment and machinery (including information technology/communications systems and software) • organisation's business profile and structure • procedures and systems for the use of and routine maintenance of resources • types of resources that would be required as per the business profile.

Evidence 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.

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EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • knowledge of types of resources required by the business • determining appropriate resource levels in line with business profile and desired profit • selecting options for resource acquisition suited to the business and financial position • developing procedures and systems to allow for the efficient and effective installation, use and maintenance of resources.
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 micro 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: • oral or audio-visual presentation of a case study requiring the candidate to determine resources needed to operate a specific micro business in a field and location relevant to the candidate • portfolio of evidence including identified and required resources, and options for their acquisition • oral or written questioning to assess knowledge of relevant legislation from all levels of government that affects small business operation • review of resource quantities determined • review of procedures developed for the maintenance, support, repair and replacement of business machinery, equipment and software.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB303A Organise finances for the micro business • BSBSMB306A Plan a home-based business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Types of resources may include:	• consumables • equipment • facilities • human resources • machinery • materials • software • vehicles
Information regarding resource requirements includes:	• costs • delivery • set up

Options for acquiring resources may include:	• hiring
	• leasing
	  • outsourcing
	  • purchasing

Procedures and systems may include:	• budgeting limits and approval process • delivery and receipt of stock and materials • developing and monitoring resource contracts • installation and support for IT/communications equipment and software • installation of machinery and equipment • maintenance and repair of machinery and equipment • ordering of stock and materials • recruitment, induction and supervision of personnel (employees or contractors) • storage of stock and materials

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB305A Comply with regulatory, taxation and insurance requirements for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to outline the regulatory, taxation and insurance compliance requirements of a micro business; and to source advice and specialist services to assist business owners/managers in satisfying these requirements and needs. Specific legal requirements apply to the management of a micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 regulatory, taxation and insurance requirements of the business	1.1. Identify ***regulatory***, ***taxation and insurance requirements*** that might be relevant to the operation of the business 1.2. Gather ***information*** that assists in interpreting and explaining the regulatory, taxation and insurance requirements 1.3. Investigate the relationships between legislation, regulations, codes of practice, associated standards and written material to determine compliance requirements of the business
2. Develop procedures to ensure compliance and risk minimisation	2.1. Identify business advisers and other sources of assistance relevant to compliance requirements and type of business 2.2. Explain to advisers business type and operations, covering the full scope of the business 2.3. Clarify and confirm compliance requirements and risk minimisation needs with advisers 2.4. Establish ***sources of advice and specialist services*** for regulatory, taxation and insurance compliance 2.5. Review advice and procedures against the compliance requirements and their appropriateness for the business
3. Implement compliance	3.1. Implement procedures within the guidelines

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ELEMENT	PERFORMANCE CRITERIA
procedures	provided 3.2. Take action to ensure that the business complies with the relevant taxation and business registration requirements, legislation, regulations, codes of practice and associated standards 3.3. Arrange appropriate insurance cover for the business

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 and seek clarification from advisers on regulatory, taxation or insurance matters • literacy skills to interpret relevant regulatory, taxation and insurance information • research skills to investigate compliance requirements.
Required knowledge
• business registration and licensing requirements • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues, equal employment opportunity, industrial relations and anti-discrimination • nature of legal responsibility • relevant industry codes of practice • relevant OHS responsibilities and procedures • sources of advice and specialist services • sources of information about regulatory, taxation and insurance requirements and issues • taxation 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

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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: • identification of regulatory, taxation and insurance compliance requirements and risk minimisation needs of the business • identification of sources of advice on compliance and risk minimisation procedures for the business • development and review of procedures for compliance and risk minimisation (with assistance from advisers) • knowledge of legislative requirements affecting business operation.
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 micro 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: • oral or audio-visual presentation of a case study of a micro business in similar field and location as candidate's proposal • portfolio of evidence including identification of relevant compliance and risk minimisation needs for the micro business, and development of risk minimisation and compliance procedures (with assistance from advisers) • review of implementation of procedures • review of insurance cover arranged for the business.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Regulatory, ***taxation and insurance requirements*** may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as: • Acts and regulations • industry and OHS codes of practice • business registrations and licences • planning and other permissions • environmental legislation • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care • equal employment opportunity (EEO) and anti-discrimination legislation • anti-competition regulations
Information gathered may include:	• government agencies • industry associations • internet • written material
Taxation requirements may include:	• Australian Business Number • Business Activity Statement and goods and services tax (GST) returns • GST registration • PAYG and withholding arrangements • tax file number
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation, contractual obligations or as recommended for

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RANGE STATEMENT	
	the industry/type of business

Sources of advice and specialist services may include:	• accountants
	  • business advisers
	  • financial planners and insurance brokers
	  • funding bodies
	  • government agencies (for example, Indigenous Business Australia, Office of Aboriginal Economic Development)
	  • industry/trade associations
	  • insurance brokers
	• lawyers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB306A Plan a home based business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to examine the issues around establishing a business in a home and to plan the workplace within a home environment. Specific legal requirements apply to the management of a small or micro business.

Application of the Unit

Application of the unit	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 the viability of basing a business in a home environment	1.1. Identify ***activities*** that will be undertaken by the business and what facilities and workspace are needed 1.2. Identify what ***licences***, ***permits***, ***regulations or restrictions*** apply to operating a home-based business 1.3. Identify the availability of ***services and infrastructure*** to support the business 1.4. Calculate the costs of suitable ***fittings and equipment*** for the business and any modifications required to existing facilities and infrastructure in the home 1.5. Determine access requirements of clients or delivery vehicles to the business premises 1.6. Identify insurance requirements for operation of the business in the home
2. Plan the workplace in a home environment	2.1. Prepare a floor plan or layout that meets the needs of the business and the home occupants 2.2. Prepare any concept plans for modifications to buildings or structures in accordance with local government requirements 2.3. Obtain ***approvals*** from relevant authorities 2.4. Identify occupational health and safety (OHS) issues and develop ***procedures*** to eliminate or minimise

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ELEMENT	PERFORMANCE CRITERIA
	any risks 2.5. Design the workplace to provide appropriate ***client access and facilities*** while retaining privacy for home occupants 2.6. Allocate adequate and secure space for business machinery, equipment and storage of materials
3. Minimise potential sources of conflict	3.1. Identify possible ***sources of conflict*** with neighbours or home occupants 3.2. Develop ***protocols*** for home occupants, visitors and clients to enable the business to successfully operate in the home environment 3.3. Prepare a work schedule that identifies ***business and personal activities*** 3.4. Establish contingency plans for ***unanticipated events***

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 restrictions and approvals; to negotiate with neighbours, home occupants, trades people and suppliers; to formulate questions to obtain quotes • literacy skills to understand and complete any relevant forms relating to a home-based business • research skills to locate and access sources of information relating to restrictions/approvals for a home-based business.
Required knowledge
• aspects of the business being proposed • commonwealth, state/territory and local government legislative requirements relating to business operation, especially in regard to occupational health and safety (OHS) and environmental issues • constraints of home-based businesses • relevant services and infrastructure available.

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Evidence 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 why the particular business is best established in the home • identification and selection of useful strategies in planning the set up of a home-based business • knowledge of constraints of home-based businesses.
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 home-based 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 floor layout and quotes for work • oral or written questioning to assess knowledge of relevant legislation • review of access requirements determined for clients or delivery vehicles to the business premises • review of protocols developed for home occupants, visitors and clients • analysis of contingency plans established for unanticipated events.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB302A Develop a micro business proposal • BSBSMB304A Determine resource requirements for the micro business.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Activities may include:	• any products produced by the business • if the business includes only one aspect of a process • if the business is an adjunct to something else
Licences, ***permits***, ***regulations or restrictions*** may include:	• funding agency restrictions • local government regulations • state/territory government environmental regulations/restrictions
Services and infrastructure may include:	• disability access • gas • mobile phone coverage • phone/internet access • postal services • power • supply of materials and packaging • vehicle access • water
Fittings and equipment may include:	• furniture desk, chairs, work benches • hardware/software • storage for example shelving, cabinets/freezers/machinery, shed
Approvals may be needed from:	• body corporate (if rented unit) or owner (if the house is rented) • public liability/WorkCover
Procedures may include:	• verbal instructions • visual images • written signs
Client access and facilities may include:	• dedicated area for consultation with clients/staff and /or display area • entry • parking • signage

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RANGE STATEMENT	
	• toilets
Sources of conflict may include:	• changes in home occupants' needs for space • noise • parking • waste
Protocols may include:	• informal understandings • verbal instructions
Business and personal activities may include:	• community and family responsibilities • personal networking/mentoring
Unanticipated events may include:	• attendance at events (community, family conferences, training) • personal and/or family illness

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB307A Set up information and communications technology for the micro business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish information and communications technology needs relevant to a home based business. It focuses on dealing with routine installation, operation and malfunctions of commonly used technology only; it is not a specialist information technology 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	This work will be undertaken by individuals who are establishing or operating a micro business providing for self employment.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 and communications technology requirements	1.1. Identify the full range of ***hardware and software requirements*** relevant to the anticipated start-up level of business and available space 1.2. Determine and decide on the type of ***internet connection*** needed to fulfil business requirements 1.3. Identify suitable suppliers of hardware and software and appropriate ***support services*** 1.4. Compare and analyse pricing and payment options to determine the most suitable information and communications technology goods and services for the business
2. Install hardware and software products	2.1. Determine suitable location for hardware, taking into account ***occupational health and safety*** (***OHS***) ***and environmental considerations*** 2.2. Follow set up instructions for hardware in accordance with ***manufacturers' specifications*** 2.3. Follow instructions on installation for all software applications and upgrades 2.4. Install and test the ***connection device*** in accordance with vendor instructions
3. Trouble shoot/resolve common malfunctions	3.1. Define the problem to be resolved 3.2. Identify support services for ***common malfunctions*** 3.3. Follow instructions for resolving common

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ELEMENT	PERFORMANCE CRITERIA
	malfunctions 3.4. Test device to ensure the malfunction is resolved

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills to clearly and succinctly identify the problem with the technology and to negotiate with support service personnel and vendors • literacy skills to locate and understand key information in warranty and support services documents and to compare varying plans for internet service provision • numeracy skills to compare prices for similar technology • problem-solving skills to follow and act on verbal, written and/or diagrammatic instructions in relation to installing hardware/software and resolving routine malfunctions • technology skills to operate a personal computer.
Required knowledge
• basic computer vocabulary required to identify the problem areas for support • characteristics and compatibility of hardware and software • OHS procedures for electrical equipment • current, relevant software packages for work requirements • technology security 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	Evidence of the following is essential: • following oral and written/diagrammatic instructions

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EVIDENCE GUIDE	
competency in this unit	to install hardware and software • identifying and selecting appropriate hardware/software • identifying and resolving common malfunctions • knowledge of technology security requirements.
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 micro 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: • demonstration of practical skills such as connecting hardware following diagrammatic/written instructions • portfolio of evidence including analysis of information and communications technology systems, their costs and proposed selected system • oral or written questioning to assess knowledge of resolving malfunctions of commonly used technology • review of location determined for hardware.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU101A Operate a personal computer • BSBSMB306A Plan a home-based 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.

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RANGE STATEMENT	
Hardware and software requirements may include:	• computers (desktop, notebook), monitor, keyboard • current relevant software applications (for example MS Word, MS Excel) • data protection including backing up files • facsimile machine • photocopier • photographic equipment (to photograph goods for selling on the internet) • security requirements such as anti-virus software, password, pin • telephone, mobile
Internet connection may include:	• broadband, wireless, dial-up, cable, satellite (depending on availability in the area) • configuration of email address (for example web address versus free address) • internet service provider
Support services may include:	• informal networks and mentors • manuals, books, journals • manufacturers' specifications • online help • professional support service personnel • training programs, tutorials • vendor help desk for software and hardware; internet service provider help desk support
Occupational health and safety and environmental considerations may include:	• disposal of redundant hardware and consumables • ergonomics • lighting • placement of extension chords • placement of hardware in terms of potential fire hazard and location of appropriate fire extinguisher • ventilation
Manufacturers' specifications may include:	• diagrammatic instructions • written instructions
Connection device may include:	• asymmetric digital subscriber line (ADSL) • cable modem • modem
Common malfunctions may	• cannot access the internet/email

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RANGE STATEMENT	
include:	• computer screen freezes • printer paper jam

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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BSBSMB401A Establish legal and risk management requirements of small business

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and comply with the regulatory, legal, taxation and insurance requirements, and risk management needs of small business. 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 setting up a new business or a department in a larger organisation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 implement business legal requirements	1.1. Identify and research possible ***options for the business legal structure*** using ***appropriate sources*** 1.2. Determine ***legislation and regulatory requirements*** affecting the operations of the business under its chosen structure 1.3. Develop and implement procedures to ensure full compliance with relevant legislation and regulatory requirements
2. Comply with legislation, codes and regulatory requirements	2.1. Establish systems to ensure the ***legal rights and responsibilities*** of the business are identified and the business is adequately protected, specifically in relation to ***occupational health and safety*** (***OHS***), business registration and environmental requirements 2.2. Identify ***taxation principles and requirements*** relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain ***legal documents*** and maintain and update relevant ***records*** to ensure their ongoing security and accessibility 2.4. Monitor the provision of products and services of the business to protect legal rights and to comply with legal responsibilities 2.5. Conduct investigations to identify areas of

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ELEMENT	PERFORMANCE CRITERIA
	non-compliance with legal and regulatory requirements and take corrective action where necessary
3. Negotiate and arrange contracts	3.1. Seek legal advice on contractual rights and obligations, if required, to clarify business liabilities 3.2. Investigate and assess potential products/services to determine ***procurement rights*** and to ensure protection of business interests where applicable 3.3. Negotiate and secure contractual procurement rights for goods and services including ***contracts with relevant people***, as required, in accordance with the business plan 3.4. Identify ***insurance requirements*** and acquire adequate cover 3.5. Identify options for leasing/ownership of business premises and complete contractual arrangements in accordance with the business plan

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication, reporting, record keeping and consultation skills to operate the business • literacy skills to interpret legal requirements, to develop policies and procedures and to analyse compliance information • research skills to investigate legal structures, and taxation and insurance requirements • time management skills to prioritise tasks and to meet key dates.
Required knowledge
• business registration and licensing requirements • 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, anti-discrimination, taxation • creation and termination of relevant legal contracts

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REQUIRED SKILLS AND KNOWLEDGE
• cultural differences and legal implications • duty of care imposed by Law of Torts • legal rights and obligations of alternative ownership structures • record keeping to meet minimum legal and taxation requirements • relevant consumer legislation • relevant industry codes of practice • relevant insurance requirements and products.

Evidence 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: • implementation of a systematic approach to identifying, managing and meeting legal and business requirements within culturally appropriate contexts • interpreting compliance data and formulating appropriate action • 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 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 contracts negotiated and arranged • oral or written questioning to assess knowledge of relevant consumer legislation • review of procedures developed and implemented to ensure full compliance with relevant legislation and regulatory requirements

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EVIDENCE GUIDE	
	• review of insurance cover acquired.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB402A Plan small business finances • 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.	
Options for the business legal structure may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
Options for the business legal structure may be influenced by:	• confidentiality • contractual requirements • family/community/cultural expectations • ownership transfer • partnership considerations • preferences of owners/stakeholders • protection of stakeholders and assets • requirements of financial backers • superannuation • taxation
Appropriate sources may include:	• business advisers • financial planners • government agencies

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RANGE STATEMENT	
	• industry/trade associations • mentors • professional advisers (e.g. solicitors, accountants)

Legislation and regulatory requirements may include:	• local, state/territory, commonwealth and international legislation, regulations and codes of practice affecting business operations such as:
	  • relevant Acts and regulations
	  • industry and OHS codes of practice
	  • business registrations and licences
	  • planning and other permissions
	  • environmental legislation
	  • industrial law, agency law, property law, consumer legislation and standards, Torts Law and duty of care
	  • equal employment opportunity (EEO) and anti-discrimination legislation, anti-competition regulations

Legal rights and responsibilities may include:	• culturally appropriate processes and protocols • marketing the business in accordance with consumer legislation • obligations imposed by choice of business structure • operating the business with a duty of care (Law of Torts)
Occupational health and safety and requirements must include:	• complying with relevant OHS codes of practice • establishing and maintaining a system for managing OHS • establishing hazard management arrangements to assess and control the risks associated with workplace hazards including development of written safe operating procedures • establishing OHS record keeping arrangements in accordance with regulatory requirements • OHS duty of care responsibilities • registering with state/territory workers compensation authority if applicable
Taxation principles and requirements may include:	• relevant taxation requirements/obligations for business • tax file number, Australian Business number, goods and services tax registration, PAYG and

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RANGE STATEMENT	
	withholding arrangements
Legal documents may include:	• appropriate software for financial records • certificate of incorporation • constitution documents • franchise agreements and financial documentation • partnership agreements • statutory books for companies (register of members, register of directors and minute books)
Records may include:	• environmental • financial • OHS • personnel • taxation
OHS records may include:	• accident reports and investigations • first aid and medical • hazardous substances register • instruction and training • manufacturers' and suppliers' information • material safety data sheets • OHS audits and inspections • plant maintenance and testing • workers compensation and rehabilitation
Procurement rights to products and services may include:	• any form of licensing • royalties, copyright, patents, trademarks, registered design and applications, intellectual property, software licenses, franchises, agencies
Contracts with relevant people may include:	• any person with whom the business has, or seeks to have, a performance-based relationship • owners, suppliers, employees, landlords, agents, distributors, customers
Insurance requirements may include:	• comprehensive insurance for vehicles/property • professional indemnity insurance • public liability insurance • third party insurance on motor vehicles • workers compensation • other insurance cover as required by state/territory or commonwealth legislation,

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RANGE STATEMENT	
	contractual obligations or as recommended for the industry/type of business

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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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.

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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.

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

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Identify ***sources of finance***, including potential ***financial backers***, 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

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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 asses 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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Costs may include:	• direct/indirect costs • fixed, variable, semi-variable costs • overheads and employee costs
Pricing strategies 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
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,

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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
Profit targets*/*goals 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
Cash flow projections may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Legal requirements may include:	• contractual arrangements (partnership agreements, trust deeds) • corporations law • industrial law (for payroll records) • taxation law
Sources of finance 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
Financial backers 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	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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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		

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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 ***marketing objectives and strategies*** 1.3. Determine marketing objectives and strategies that are ethically and culturally appropriate, in consultation with ***relevant people*** 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 ***distribution channels*** and/or providing different ***levels of customer service*** and consider the results in determining the ***marketing mix*** 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

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ELEMENT	PERFORMANCE CRITERIA
strategies	of marketing strategies 3.2. Plan and implement ***promotional activities***, 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 ***performance gaps*** 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 ***customer reaction*** 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.

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Evidence 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.

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Range Statement

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

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RANGE STATEMENT	
	• promotion • quality, range • safety features • technical features, design
Promotional activities 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
Performance gaps may include:	• over achievement of performance targets • under achievement of performance targets
Customer reaction 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	

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Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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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.

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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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify elements of the business plan	1.1. Identify purpose of the ***business plan***
	1.2. Identify and review the essential components of the business plan
	1.3. Identify and document ***business goals and objectives*** as a basis for measuring business performance
2. Develop a business plan	2.1. Research resources, legal and compliance requirements, specifically in relation to ***occupational health and safety*** (***OHS***), 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 ***financial plan***, to provide required liquidity and profitability for the business
	2.4. Identify methods, from the ***marketing strategies***, to promote the market exposure of the business
	2.5. Identify methods/means of production/operation from the ***production***/***operations plan*** to conform with business goals and objectives
	2.6. Identify ***staffing requirements*** to effectively produce/deliver products/services
	2.7. Identify ***specialist services*** 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 ***relevant people*** and seek and confirm their support of the planned business direction
	3.2. Identify and develop ***risk management strategies***

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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

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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.

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Range Statement

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

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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

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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

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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

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Co-requisite units

Co-requisite units		

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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		

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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 ***business goals and objectives*** 1.2. Identify ***occupational health and safety*** (***OHS***) ***and environmental issues*** and implement strategies to minimise risk factors 1.3. Develop a ***quality system*** for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and ***operational targets*** 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

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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.

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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:

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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

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RANGE STATEMENT	
	equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
Business goals and objectives 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
Occupational health and safety and environmental issues 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
Quality system 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
Operational targets 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

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RANGE STATEMENT	
	long-term
Technical standards 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		

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BSBSMB408B Manage personal, family, cultural and business obligations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to examine the impact that personal, family and cultural obligations have on business operations, and to develop and implement strategies to improve business success. 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.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 personal and business commitments/obligations within family, cultural and community contexts	1.1. Identify the personal, family, cultural and/or community ***contexts*** in which the business operates 1.2. Identify the personal, family, cultural and/or community ***commitments***/***obligations*** that impact on the business 1.3. Consider ***strategies*** to address and minimise the negative impact these commitments/obligations may have on the business 1.4. Prepare workable ***plans*** to address and minimise the impact of these issues
2. Develop ethical work practices within family, cultural and community contexts	2.1. Develop a ***culturally appropriate work ethic*** in terms of personal, family and community obligations, and cultural requirements 2.2. Identify and implement strategies to reinforce a culturally appropriate work ethic in the business 2.3. Prepare contingency plans for when alternative action is required due to changes within the business, family, cultural and/or community environments
3. Review work practices within family, cultural and community contexts	3.1. Monitor personal, family, cultural and/or community commitments/obligations to identify any changes that might impact on the business 3.2. ***Review*** plans and strategies to ensure that negative impacts of any commitments/obligations are being

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ELEMENT	PERFORMANCE CRITERIA
	addressed and implement any necessary changes 3.3. Monitor implementation of the culturally appropriate work ethic to ensure that it is supported and maintained in 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 identify own obligations
- communication skills to clarify needs and to articulate business ideas to a range of family/community members
- interpersonal skills to negotiate/mediate with sensitivity towards family and/or cross-cultural issues.

Required knowledge

- characteristics of small business and its environment
- community and family expectations and dynamics
- cultural and family relationships
- historical/cultural/ceremonial/religious/family issues that are relevant to specific communities
- life/work balances particularly relating to health
- local community and relevant organisations and persons within the community
- relevant legislation, codes and national standards from all levels of government which may effect business operation, such as:
  - award and enterprise agreements and relevant industrial instruments
  - anti-discrimination
  - equal opportunity
  - OHS
  - relevant industry codes of practice.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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: • completeness in terms of scope and detail of analysis of the implications of family, cultural and community obligations/commitments on self, staff and the business • clarification of a culturally appropriate work ethic and the workability of plans and strategies for maintaining this ethic • plans and strategies to address the negative impact obligations/commitments may have on the business • knowledge of characteristics of small business and its environment.
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 the analysis of the implications of obligations/commitments and plans/strategies to address any negative impacts these may have on the business • oral or written questioning to assess knowledge of community and family expectations and dynamics • analysis of review of plans and strategies.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBSMB409A Build and maintain relationships with small business stakeholders.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Contexts in which the business operates may include relationships within:	• business community • culturally and linguistically diverse communities • family groups • Indigenous communities • non-Indigenous communities • professional community • religious and/or spiritual communities • specific target groups
Commitments*/*obligations may relate to:	• community • family • self • staff
Commitments*/*obligations may include:	• business commitments and community/family responsibilities • personal principles • personal work/life balances and priorities e.g. health considerations such as exercise, stress • professional commitments • resource commitments to community e.g. contributions to social goals, Community Development Employment Program (CEDP) staff responsibilities, community centres, mentoring, community projects • resource commitments to cultural life e.g. cultural maintenance programs, language maintenance • resource commitments to immediate and extended family members e.g. money obligations, skills and resource contributions to family projects • time commitments to community activities e.g. participation in community events, ceremonies and activities, school committees,

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RANGE STATEMENT	
	sporting associations • time commitments to immediate and extended family members e.g. child care and aged care responsibilities, emotional support obligations for family issues • time commitments to cultural life e.g. National Aboriginal and Torres Strait Islander Day of Celebration (NAIDOC) activities, National Sorry Day activities, National Reconciliation Week activities, religious activities, national days, ceremonies, funerals and related mourning business

Strategies may include:	• communication strategies
	• consulting with other small businesses to identify successful strategies used
	• developing clear guidelines for staff, such as:
	  • codes of conduct
	  • customer/client charters
	  • family/community charters
	  • job descriptions
	  • organisational trees
	• developing clear processes for staff
	• developing plans to address unanticipated events
	• developing plans to include health considerations for self and staff
	• personal vision/values
	• using diaries/calendars to timetable known obligations

Plans may relate to:	• communication • contingency • OHS • performance appraisal • personal and staff development • succession arrangements • time management
Culturally appropriate work ethic may include:	• impact on and within the community • impact on and within the family • impact on and within the wider community • impact on self

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RANGE STATEMENT	
	• relevance of the business to the community • relevance of work to the individual • role development and clarification processes • skills to perform the work
Reviewing plans and strategies may include:	• 360Âº feedback • applying qualitative and/or quantitative measures to business performance • applying qualitative and/or quantitative measures to individual performance • family or community consultation

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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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.

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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 ***environmental and resource efficiency issues*** 1.2. Identify resources used in own work role 1.3. Document and measure current usage of resources using ***appropriate techniques*** 1.4. Record and file documentation measuring current usage, using technology (such as software systems) where applicable 1.5. Identify and report workplace environmental

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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

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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

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EVIDENCE GUIDE	
	plans, work responsibilities).
Method of assessment	A range of assessment methods should be used t 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.	
Environmental and resource	• maximising opportunities to improve business environmental performance

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RANGE STATEMENT	
efficiency issues 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
Appropriate techniques 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

Compliance 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

Organisational plans 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
Suggestions 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

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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		

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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

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	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 ***compliance*** with environmental/sustainability regulations 1.3. Collect information on environmental and resource

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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

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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 polices 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

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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.

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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 t 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

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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 • BSBRSK401A 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.	
Compliance 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.

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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

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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

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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		

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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

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	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.

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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

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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 polices, 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	

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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:

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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.

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Range Statement

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

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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

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Co-requisite units

Co-requisite units		

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BSBWOR201A Manage personal stress in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage personal stress in a customer contact 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	This unit requires an awareness of sources of personal stress, the development of strategies to effectively manage stress, time management and recovery from stressful contacts or situations. This particularly applies in a contact centre environment due to the very measured, structured, high volume and potentially repetitive nature of the work but could apply in any work environment. Competence in this unit requires resilience and self management of the stress that can be encountered in a customer contact environment. This work is undertaken with some guidance and supervision.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 awareness of stress	1.1. Recognise ***signs and sources of stress*** 1.2. Acknowledge stress and ***difficult situations*** 1.3. Analyse and understand potential areas of stress in the work environment
2. Develop stress management techniques	2.1. Develop an effective understanding of a range of ***stress management techniques*** 2.2. Use appropriate techniques effectively to manage stressful situations 2.3. Focus on areas of stress within personal control 2.4. Adopt strategies to effectively reduce, manage and deal with stress
3. Manage time	3.1. Develop and understand job role priorities 3.2. Develop techniques to support the achievement of ***key performance indicators*** (***KPIs***) and priorities

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ELEMENT	PERFORMANCE CRITERIA
	3.3. Use appropriate ***time management tools and techniques***
	3.4. Regularly evaluate tools and techniques
	3.5. Promptly identify and inform relevant personnel of any variations and difficulties affecting work requirements, through regular reviews
4. Recover from a stressful contact	4.1. Review the contact or situation
	4.2. Analyse the root cause/s of stressful contact or situation
	4.3. Depersonalise the context of contact or situation
	4.4. Discuss outcomes with appropriate staff members
	4.5. Prepare for next contact or situation in a positive manner
	4.6. Follow-up or take action where needed
5. Maintain personal stamina and resilience	5.1. Identify ***sources of fatigue*** in contact centre role
	5.2. Adopt work routine and procedural strategies to minimise stress and fatigue
	5.3. Monitor personal performance against performance requirements
	5.4. Adapt ***stamina management strategies*** to maximise performance
	5.5. Seek assistance from team members and management in managing stamina
6. Maintain work/life balance	6.1. Identify work/life priorities
	6.2. Adopt strategies to support work/life priorities
	6.3. Give high priority to health and wellbeing
	6.4. Monitor work/life balance
	6.5. Develop the ability to effectively leave work behind at the end of the day

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• analytical skills to understand the needs of internal and external customers

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REQUIRED SKILLS AND KNOWLEDGE
• communication skills to relate to people from diverse backgrounds and people with diverse abilities • customer service skills to handle customer contacts confidently and effectively • interpersonal skills to establish rapport and to build relationships with customers, team members and stakeholders • literacy skills to communicate and articulate clearly and effectively • negotiation skills to effectively deal with customers and work colleagues • organisational skills to manage own tasks within timeframes • problem-solving skills to solve problems creatively, independently and confidently • self-confidence skills to confidently introduce own ideas and abilities • self management skills to evaluate and monitor own performance and wellbeing • teamwork skills to participate positively within the team and to be supported by the team.
Required knowledge
• escalation pathways • job role priorities and KPIs • internal and external sources of assistance • occupational health and safety guidelines and policies • signs and sources of existing and potential stress or difficult situations • stress management and reduction techniques • time management tools and techniques • workplace 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: • understanding of signs and sources of stress • understanding of job role priorities and KPIs • knowledge of occupational health and safety guidelines and policies.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to KPI and performance management documentation • access to relevant legislation, standards and guidelines.
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 and/or written questioning to assess knowledge of signs and sources of stress • direct observation of the candidate effectively managing time and work priorities • oral and/or written questioning to assess knowledge of time management tools and techniques • oral and /or written questioning to assess knowledge of process to work through and recover from a stressful situation • oral and/or written questioning to assess knowledge of signs of work/life balance.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBIND101A Work effectively in a contact centre 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.

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RANGE STATEMENT	
Signs of stress may include:	• absence from work • conflict • fatigue • lack of self-esteem and confidence • poor work performance • sickness
Sources of stress may include:	• challenging KPIs and/or priorities • complex tasks • difficult customer contact • external factors • inadequate physical environment • interpersonal relationships
Difficult situations may include:	• changing regulations and legislation • customer abuse • customer complaint • high number of customer contacts • sensitive customer situations • unreliable technology
Stress management techniques may include:	• debriefing with peers and/or line manager • relaxation methods • specific training • stretching and exercises • taking breaks
KPIs may include:	• call rates • compliance with schedules (adherence) • customer satisfaction results • performance measures • quality assurance ratings • sales targets • targets
Time management tools and techniques may include:	• diary and/or schedule • organising information • prioritisation of tasks • self-management of training requirements
Sources of fatigue may include:	• ergonomic factors • excessive overtime • external issues • overload of information • repetitive tasks and/or contacts

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RANGE STATEMENT	
	• shift rostering and hours of work

Stamina management strategies may include:	• management of personal wellbeing, for example:
	  • breaks
	  • hydration
	  • life balance
	  • meals
	  • recognising fatigue
	• management of the environment, for example:
	  • ergonomics
	  • climate
	  • noise
	• management of work, for example:
	  • minimising re-working
	  • sequencing tasks

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR202A Organise and complete daily work activities

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise and complete work activities, and to obtain feedback on work 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 individuals developing basic skills and knowledge for working in a broad range of settings.

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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Organise work schedule	1.1. Negotiate and agree upon work goals and plans with assistance from ***appropriate persons*** 1.2. Develop an understanding of the relationship between individual work goals and plans, and organisational goals and plans 1.3. Plan and prioritise workload within allocated timeframes
2. Complete work tasks	2.1. Complete tasks within designated time lines and in accordance with ***organisational requirements*** and instructions 2.2. Use effective questioning to seek assistance from ***colleagues*** when difficulties arise in achieving allocated tasks 2.3. Identify ***factors affecting work requirements*** and take appropriate action 2.4. Use ***business technology*** efficiently and effectively to complete work tasks 2.5. Communicate progress of task to supervisor or colleagues as required
3. Review work performance	3.1. Seek ***feedback*** on work performance from supervisors or colleagues 3.2. Monitor and adjust work according to ***feedback*** obtained through supervision and comparison with established team and organisational ***standards*** 3.3. Identify and plan ***opportunities for improvement*** in liaison with colleagues

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• literacy skills to use written and oral information about workplace requirements • organising skills to arrange work priorities and arrangements • problem-solving skills to solve routine problems • technology skills to select and use technology appropriate for a task.
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.

Evidence 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 and completing own work activities • seeking and acting on feedback from clients, colleagues and supervisors • using available business technology appropriate to the task, under direct instruction
Context of and specific resources for	Assessment must ensure:

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EVIDENCE GUIDE	
assessment	• access to an actual workplace or simulated environment • access to office equipment and resources • examples of work plans, 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: • 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 • review of documentation planning and prioritising workload • evaluation of time line required to complete tasks • review of documentation planning opportunities for improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • 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.	
Appropriate persons may include:	• colleagues • other staff members • supervisors, mentors or trainers
Organisational requirements may include:	• access and equity principles and practice • anti-discrimination and related policy • business and performance plans • ethical standards

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RANGE STATEMENT	
	• goals, objectives, plans, systems and processes • legal and organisation policies, guidelines and requirements • OHS policies, procedures and programs • quality and continuous improvement processes and standards
Colleagues may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team • supervisor or manager
Factors affecting work requirements may include:	• changes to procedures or new procedures • competing work demands • environmental factors such as time, weather • other work demands • resource issues • technology/equipment breakdowns
Business technology may include:	• computer applications • computers • electronic diaries • facsimile machines • photocopiers • printers • scanners
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Standards may include:	• Australian Standards • legal and organisation policies, guidelines and requirements • legislation • organisational policies and procedures • specified work standards • standards set by work group
Opportunities for improvement may include:	• coaching, mentoring and/or supervision • internal/external training provision • personal study

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RANGE STATEMENT	
	• recognition of current competence (RCC)/skills recognition/initial assessment • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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BSBWOR203A Work effectively with others

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work in a group environment promoting team commitment and cooperation, supporting team members and dealing effectively with issues, problems and conflict. 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 using a limited range of practical skills and fundamental knowledge of teamwork in a defined context under direct supervision or with limited individual responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 effective workplace relationships	1.1. Identify own ***responsibilities and duties*** in relation to ***workgroup members*** and undertake activities in a manner that promotes cooperation and good relationships 1.2. Take time and resource constraints into account in fulfilling work requirements of self and others 1.3. Encourage, acknowledge and act upon constructive ***feedback*** provided by others in the workgroup
2. Contribute to workgroup activities	2.1. Provide ***support to team members*** to ensure workgroup goals are met 2.2. Contribute constructively to workgroup goals and tasks according to organisational requirements 2.3. Share ***information*** relevant to work with workgroup to ensure designated goals are met 2.4. Identify and plan ***strategies***/***opportunities for improvement*** of workgroup in liaison with workgroup
3. Deal effectively with issues, problems and conflict	3.1. Respect differences in personal values and beliefs and their importance in the development of relationships 3.2. Identify any linguistic and cultural differences in communication styles and respond appropriately 3.3. Identify issues, problems and conflict encountered in

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ELEMENT	PERFORMANCE CRITERIA
	the workplace 3.4. Seek assistance from workgroup members when issues, problems and conflict arise 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

- literacy skills to read and understand the organisation's policies and work procedures, to write simple instructions for particular routine tasks and to interpret information gained from correspondence
- communication skills to request advice, to receive feedback and to work with a team
- technology skills to select and use technology appropriate to a task
- culturally appropriate communication skills to relate to people from diverse backgrounds and people with diverse abilities.

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
- workgroup member responsibilities and duties, and relationship to individual responsibilities and duties.

Evidence Guide

EVIDENCE GUIDE

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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 support to team members to ensure goals are met • seeking feedback from clients and/or colleagues and taking appropriate action • knowledge of appropriate conflict resolution techniques.
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 customer complaints or staff conflict.
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 • observation of demonstrated techniques in resolving conflict • observation of presentations • review of documentation identifying and planning strategies/opportunities for workgroup improvement.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • interpersonal communication units • other industry capability units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Responsibilities and duties may include:	• Code of Conduct • job description and employment arrangements • organisation's policy relevant to work role • skills, training and competencies • supervision and accountability requirements including OHS • team structures
Workgroup members may include:	• coach/mentor • other members of the organisation • peers/work colleagues/team/enterprise • supervisor or manager
Feedback on performance may include:	• formal/informal performance appraisals • obtaining feedback from clients • obtaining feedback from supervisors and colleagues • personal, reflective behaviour strategies • routine organisational methods for monitoring service delivery
Support to team members may include:	• explaining/clarifying • helping colleagues • problem-solving • providing encouragement • providing feedback to a team member • undertaking extra tasks if necessary
Information to be shared may include:	• acknowledging satisfactory performance • acknowledging unsatisfactory performance • assisting a colleague • clarifying the organisation's preferred task completion methods • encouraging colleagues • open communication channels • workplace hazards, risks and controls

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RANGE STATEMENT	
Strategies*/*opportunities for improvement may include:	• career planning/development • coaching, mentoring and/or supervision • formal/informal learning programs • internal/external training provision • performance appraisals • personal study • recognition of current competence (RCC)/skills recognition/initial assessment • work experience/exchange/opportunities • workplace skills assessment

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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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		

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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 ***technology*** and ***software applications*** 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 ***organisational requirements*** 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 ***input devices*** according to organisational requirements 2.3. ***Store data*** 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 ***technology consumables*** in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange ***routine maintenance*** to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

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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.

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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

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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

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RANGE STATEMENT	
	• print heads • printer ribbons and cartridges • toner cartridges • zip disks
Routine maintenance 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
Identifying equipment faults 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		

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BSBWOR401A Establish effective workplace relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to collect, analyse and communicate information and to use that information to develop and maintain effective working relationships and networks, with particular regard to communication and representation. 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 play an important role in developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs and outcomes. They play a prominent part in motivating, mentoring, coaching and developing team cohesion through providing leadership for the team and forming the bridge between the management of the organisation and team members. At this level, work will normally be carried out within routine and non routine methods and procedures, which require planning and evaluation, and leadership and guidance of others.

Licensing/Regulatory Information

Not applicable.

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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, analyse and communicate information and ideas	1.1. Collect relevant ***information*** from appropriate sources and analyse and share with the work team to improve work performance 1.2. Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the audience and any specific needs 1.3. Implement ***consultation processes*** to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4. Seek and value contributions from internal and external sources in developing and refining new ideas and approaches

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ELEMENT	PERFORMANCE CRITERIA
	1.5. Implement ***processes*** to ensure that issues raised are resolved promptly or referred to ***relevant personnel*** as required
2. Develop trust and confidence	2.1. Treat all internal and external contacts with integrity, respect and empathy 2.2. Use the ***organisation's social***, ***ethical and business standards*** to develop and maintain effective relationships 2.3. Gain and maintain the trust and confidence of ***colleagues***, ***customers and suppliers*** through competent performance 2.4. Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5. Encourage other members of the work team to follow examples set, according to ***organisation's policies and procedures***
3. Develop and maintain networks and relationships	3.1. Use ***networks*** to identify and build relationships 3.2. Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1. Identify and analyse difficulties, and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2. Guide and support colleagues to resolve work difficulties 4.3. Regularly review and improve ***workplace outcomes*** in consultation with relevant personnel 4.4. Manage ***poor work performance*** within the organisation's processes 4.5. Manage conflict constructively within the organisation's processes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to provide support to colleagues

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REQUIRED SKILLS AND KNOWLEDGE

• literacy skills to research, analyse, interpret and report information
• relationship management and communication skills to:
  • deal with people openly and fairly
  • forge effective relationships with internal and/or external people, and to develop and maintain these networks
  • gain the trust and confidence of colleagues
  • respond to unexpected demands from a range of people
  • use supportive and consultative processes effectively.

Required knowledge

• relevant legislation from all levels of government that affects business operation, especially in regard to occupational health and safety (OHS), and environmental issues, equal opportunity, industrial relations and anti-discrimination
• theory associated with managing work relationships to achieve planned outcomes:
  • developing trust and confidence
  • maintaining consistent behaviour in work relationships
  • understanding the cultural and social environment
  • identifying and assessing interpersonal styles
  • establishing, building and maintaining networks
  • identifying and resolving problems
  • resolving conflict
  • managing poor work performance
  • monitoring, analysing and introducing ways to improve work relationships.

Evidence 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: • range of methods and techniques for communicating information and ideas to a range of stakeholders • range of methods and techniques for developing positive work relationships that build trust and

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EVIDENCE GUIDE	
	confidence in the team • accessing and analysing information to achieve planned outcomes • techniques for resolving problems and conflicts and dealing with poor performance • knowledge of the theory associated with managing work relationships to achieve planned outcomes.
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: • demonstration of techniques in managing poor performance and communicating effectively • 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 relevant legislation • review of consultation processesimplemented to encourage employees to contribute to issues related to their work • review of documentation outlining reviewing ofworkplace outcomes.
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

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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.	
Information may include:	• data appropriate to work roles and organisational policies that is shared and retrieved in writing or verbally, electronically or manually such as: • archived, filed and historical background data • individual and team performance data • marketing and customer related data • planning and organisational documents including the outcomes of continuous improvement and quality assurance • policies and procedures
Consultation processes may include:	• feedback to the work team and relevant personnel in relation to outcomes of the consultation process • opportunities for all employees to contribute to ideas and information about organisational issues
Processes to ensure that issues raised are resolved promptly or referred may include:	• conducting informal meetings • coordinating surveys or questionnaires • distributing newsletters or reports • exchanging informal dialogue with relevant personnel • participating in planned organisational activities
Relevant personnel may include:	• managers • OHS committee and other people with specialist responsibilities • other employees • supervisors • union representatives/groups
Organisation's social, ***ethical and business standards*** may refer to:	• implied standards such as honesty and respect relative to the organisational culture and generally accepted within the wider community • rewards and recognition for high performing staff

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RANGE STATEMENT	

	• standards expressed in legislation and regulations such as anti-discrimination legislation
	• written standards such as those expressed in:
	  • code of workplace conduct/behaviour
	  • dress code
	  • policies
	  • statement of workplace values
	  • vision and mission statements

Colleagues, customers and suppliers may include:	• both internal and external contacts • employees at the same level and more senior managers • people from a wide variety of social, cultural and ethnic backgrounds • team members
Organisation's policies and procedures may refer to:	• Materials Safety Data Sheets • organisational tasks and activities undertaken to meet performance outcomes • sets of accepted actions approved by the organisation • Standard Operating Procedures
Networks may be:	• established structures or unstructured arrangements and may include business or professional associations • informal or formal and with individuals or groups • internal and/or external
Workplace outcomes may include:	• OHS processes and procedures • performance of the work team
Poor work performance may refer to:	• individual team members • organisation as a whole • self • whole work team

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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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		

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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 ***team purpose***, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** in ***consultation*** 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 ***responsibility for own work*** and to assist each other in undertaking required roles and responsibilities 2.3. Provide ***feedback*** 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 ***relevant persons*** as required

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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

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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

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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.	
Team purpose, ***roles***, ***responsibilities***, ***goals***, ***plans and objectives*** 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
Consultation may include:	• attending meetings, interviews, brainstorming sessions

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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

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Co-requisite units

Co-requisite units		

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BSBWOR403A Manage stress in the workplace

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to manage own stress and the stress of others stress in a team 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	This unit applies to the understanding and management of own stress and team stress in the workplace. Competence in this unit requires managing own stress and managing the stress within a team by using effective strategies and initiatives to reduce stress and to improve the resilience of staff to withstand the stresses associated with a customer contact environment. This will require application of sound occupational health and safety (OHS) management in accordance with legislation and organisational policies and guidelines. This role is undertaken by staff with managerial responsibility.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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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 implement personal stress management strategy	1.1. Recognise ***signs and sources of stress*** 1.2. Use appropriate techniques to manage own stress 1.3. Maintain personal stamina and resilience 1.4. Maintain personal work/life balance 1.5. Become a role model in managing stress and time
2. Develop stress management strategies and techniques within a team	2.1. Analyse and understand potential ***sources of fatigue*** and stress in the work environment 2.2. Develop an understanding of a range of ***stress management techniques*** within a team 2.3. Develop techniques to support the achievement of ***key performance indicators*** (***KPIs***) ***and priorities*** 2.4. Encourage team members to support each other in managing stress 2.5. Adopt strategies to effectively reduce, manage and

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ELEMENT	PERFORMANCE CRITERIA
	deal with stress within a team 2.6. Adopt ***stamina management strategies*** to maximise performance 2.7. Develop techniques to assist team members to recover effectively from a ***stressful or difficult situation***
3. Implement stress management techniques within a team	3.1. Adopt work routine and procedural strategies to minimise stress and fatigue within a team 3.2. Use appropriate ***time management tools and techniques*** 3.3. Develop individual/group training and development program as required 3.4. Use team meetings and other opportunities to discuss stress management techniques and to coach staff in using these techniques 3.5. Regularly evaluate tools, techniques and strategies 3.6. Develop team awareness of sources of internal and external support
4. Develop team and morale building strategies	4.1. Develop a strategy to engage and develop team members 4.2. Develop a communication strategy within a team 4.3. Manage and use team meetings effectively 4.4. Develop a supportive and responsive team environment 4.5. Delegate effectively to further empower and motivate team members
5. Monitor and address stress levels within a team	5.1. Monitor individual staff performance against performance requirements 5.2. Conduct regular staff reviews to identify variations and difficulties impacting on work requirements 5.3. Monitor and support team members when in stressful situations 5.4. Respond appropriately to behavioural signs of stress among team members 5.5. Monitor work/life balance of team members 5.6. Discuss outcomes and develop action plans with team members as appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• coaching and mentoring skills to give feedback in difficult and tense situations • communication skills to conduct effective formal and informal meetings and to communicate with personnel at all levels of the organisation • communication skills to relate to people from diverse backgrounds and people with diverse abilities • consultation and negotiation skills to establish and implement development plans and actions for team members • interpersonal skills to establish rapport and to build relationships with team members • leadership skills to gain the trust and confidence of colleagues and team members • literacy skills to clearly articulate information, ideas and advice • organisational skills to manage own tasks within timeframes • problem-solving skills to creatively and positively address issues that arise • self-management skills to be an excellent role model for a team • team building skills to ensure cohesion within a team.
Required knowledge
• behavioural management techniques • internal and external sources of assistance • job role priorities and KPIs • OHS principles and requirements • signs and sources of existing and potential stress or difficult situations • stress management and reduction techniques • time management tools and techniques • workplace 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	

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EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • explanation of signs and sources of stress • explanation of job role priorities and KPIs • ability or strategy to recover from stressful contact • work stamina and implementation of work/life management strategies • knowledge of OHS principles and requirements.
Context of and specific resources for assessment	Assessment must ensure: • access to workplace information and data • access to performance management, development plan and training records • access to relevant legislation, standards and guidelines • access to staff feedback and satisfaction survey 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: • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • oral and/or written questioning to assess knowledge of signs and sources of stress, and time management tools and techniques • direct observation of the candidate effectively managing time and work priorities • oral and /or written questioning of the process for the candidate to work through and recover from a stressful situation with a team member during and after the situation • review and analysis of attendance records • review of development plans and feedback for team members • review of minutes of team meetings.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • relevant management units.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Signs of stress may include:	• absence from work • conflict • fatigue • lack of self-esteem and confidence • poor work performance • sickness
Sources of stress may include:	• challenging KPIs and/or priorities • complex tasks • difficult customer contact • external factors • inadequate physical environment • interpersonal relationships
Sources of fatigue may include:	• ergonomic factors • excessive overtime • external issues • overload of information • repetitive tasks and/or contacts • shift rostering and hours of work
Stress management techniques may include:	• debriefing with peers and/or line manager • relaxation methods • specific training • stretching and exercises • taking breaks
Key performance indicators (***KPIs***) ***and priorities*** may include:	• adherence to schedule • average handling time • call rates • customer satisfaction feedback • quality assurance requirements • sales targets • targets
Stamina management strategies	• management of personal wellbeing, for example:

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RANGE STATEMENT	
may include:	• breaks • hydration • life balance • meals • recognising fatigue • management of the environment, for example: • climate • ergonomics • noise • management of work, for example: • minimising re-working • sequencing tasks
Stressful or difficult situations may include:	• angry customer • changing regulations and legislation • customer abuse • customer complaint • high number of customer contacts • sensitive customer situations • unreliable technology
Time management tools and techniques may include:	• diarising and/or scheduling tasks and time • organising information • prioritising tasks • self-managing training requirements

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

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Co-requisite units

Co-requisite units		

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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

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	required skills and 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***

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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

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	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.	
Consultation may refer to:	• conducting meetings, interviews, brainstorming sessions, email/intranet communications, newsletters or other

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	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

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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

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BSBWRT301A Write simple documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan, draft and review a basic document before writing the final version. 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 to produce a range of basic workplace documentation.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 document	1.1. Determine ***audience*** and ***purpose*** for the document 1.2. Determine ***format*** and ***structure*** 1.3. Establish key points for inclusion 1.4. Identify ***organisational requirements*** 1.5. Establish ***method of communication*** 1.6. Establish ***means of communication***
2. Draft document	2.1. Develop draft document to communicate key points 2.2. Obtain and include any required additional information
3. Review document	3.1. Check draft for suitability of tone for audience, purpose, format and communication style 3.2. Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3. Check draft for sequencing and structure 3.4. Check draft to ensure it meets organisational requirements 3.5. Ensure draft is proofread, where appropriate, by supervisor or colleague
4. Write final document	4.1. Make and proofread necessary changes 4.2. Ensure document is sent to ***intended recipient*** 4.3. File copy of document in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	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
• literacy skills to read and understand a variety of texts; to prepare general information and papers according to target audience; and to proofread and edit documents to ensure clarity of meaning and conformity to organisational requirements • problem-solving skills to determine document design and production processes.
Required knowledge
• basic grammar, spelling and punctuation. • communication protocols • how audience, purpose and method of communication influence tone • organisational policies and procedures for document production • resources to assist in document production, such as dictionary, thesaurus, templates, style 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	Evidence of the following is essential: • producing a range of documents that accurately convey required basic information • using formatting suitable for intended audience • knowledge of organisational policies and procedures for document production.

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Assessment must ensure: • access to office equipment and resources • examples of 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 draft documents • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of communication protocols • review of final documents.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBITU303ADesign and produce text documents • 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.	
Audience may include:	• internal and external customers • recipient/s who receive a copy for information • primary recipient/s of the communication
Purpose may include:	• clarification of issues • communication about meetings or events • information • minutes/outcomes of meetings

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RANGE STATEMENT	
	• request for information, advice or assistance • statements of fact • straightforward advice
Format may include:	• email • forms • letters • memos • minutes of meetings • organisational templates or proformas for letters, memos or reports • tables
Structure may include:	• organisation of the material to suit the format (e.g. scannability for on-screen use) • treatment of attachments and hyperlinks • visual signposting of material, including use of headings, lists, keywords and text in boxes
Organisational requirements may include:	• house style requirements • identified authorities for signatories for correspondence/communications • protocols, both written and unwritten for the organisation's internal and external communications • requirements for inclusive and non-discriminatory language and for adherence to copyright legislation
Method of communication may include:	• inclusive communication • use of active or passive voice • use of the appropriate register or style of language - formal, standard or informal
Means of communication may include:	• software packages such as MS Word, Excel, PageMaker, PowerPoint and templates
Intended recipient may include:	• audience for document • signatory of the document • supervisor or other staff member who may add to or forward document to another recipient

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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BSBWRT401A Write complex documents

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan documents, draft text, prepare final text and produce documents of some complexity. 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 business environments and are skilled in the creation of reports, information and general promotion documents that are more complex than basic correspondence, memos or forms and that require review and analysis of a range of information sources.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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 documents	1.1. Determine the ***purposes*** of documents 1.2. Choose ***appropriate formats*** for documents 1.3. Establish ***means of communication*** 1.4. Determine ***requirements of documents*** 1.5. Determine ***categories and logical sequences of data***, ***information and knowledge*** to achieve document objectives 1.6. Develop overview of structure and content of documents
2. Draft text	2.1. Review and organise available data, information and knowledge according to proposed structure and content 2.2. Ensure data, information and knowledge is aggregated, interpreted and summarised to prepare text that satisfies document purposes and objectives 2.3. Include graphics as appropriate 2.4. Identify gaps in required data and information, and collect additional material from ***relevant enterprise personnel*** 2.5. Draft text according to document requirements and genre 2.6. Use language appropriate to the audience

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ELEMENT	PERFORMANCE CRITERIA
3. Prepare final text	3.1. Review draft text to ensure document objectives are achieved and requirements are met 3.2. Check grammar, spelling and style for accuracy and punctuation 3.3. Ensure draft text is approved by ***relevant*** enterprise personnel 3.4. Process text amendments as required
4. Produce document	4.1. Choose basic ***design elements*** for documents appropriate to audience and purpose 4.2. Use word processing software to apply basic design elements to text 4.3. Check documents to ensure all requirements are met

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
- literacy skills to edit and proofread documents; to create documents with a complex, organised structure of linked paragraphs which use simple and complex syntactic structure
- numeracy skills to collate and present data, graphs and annotated references
- problem-solving skills to use processes flexibly and interchangeably.

Required knowledge

- enterprise style guide/house style
- formatting styles and their impact on formatting, readability and appearance of documents
- organisational requirements for ergonomics, work periods and breaks, and resource conservation techniques
- rules and conventions for written English, as defined by general and specialist dictionaries and books about grammar.

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Evidence 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: • production of documents • editing draft text to ensure accuracy and clarity of information • knowledge of enterprise style guide/house style.
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 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 structure and content of documents • review of draft documents • review of final documents • 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: • BSBITU401A Design and develop complex text documents.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Purposes of documents may include:	• conveying research findings • documenting policies, procedures and processes • influencing attitudes, opinions, beliefs • meeting legal requirements • meeting other data, information or knowledge needs of an audience • proposing recommendations, options and actions
Appropriate formats for documents may include:	• detailed business letters • emails • instructions and procedures • manuals • publications, leaflets, brochures • reports • speeches and presentations • submissions tender documentation and public notices • website text
Means of communication may include:	• software packages such as MS Word, MS Excel, MS PageMaker, MS PowerPoint and templates
Requirements of documents may include:	• compliance with genre • compliance with proformas, standardised reporting requirements or undertakings made by the organisation about reporting • file types and sizes for online documents • languages other than English requirements • legal or traditional requirements for the particular document format • organisational policy, procedures and guidelines applying to writing documents, including house style • point numbering systems • requirements for illustrations, photographs, graphs, charts, maps and other illustrative material

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RANGE STATEMENT	
	to explain texts • standards for references, footnotes, citations, acknowledgements • time lines, including deadlines • word length • writing styles, including simplicity of English and use of technical language
Categories and logical sequences of data, information and knowledge may include:	• arguments and rebuttals • categories and sequences traditionally used for the particular type of document being prepared • chronological, alphabetical or operating sequences • facts, observations, conclusions and recommendations • illustrative case studies and other examples • linking and summary statements • recommendations and supporting arguments
Relevant enterprise personnel may include:	• colleagues/staff in own workÂ section/ teamÂ members • consultative committees • internal providers of specialist expertise • managers/leaders/coordinators/supervisors • owners • staff in relevant work sections
Design elements may include:	• capitals and underlining • fonts • headings • illustrations, photographs and other illustrative material for design purposes • justification and alignment • lists and tables • logos, branding, organisational identity requirements • margins and paragraph indentation • page shape • page size • templates • use and amount of colour • use and amount of white space

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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BSBWRT501A Write persuasive copy

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret a creative brief and evaluate a range of creative options to write persuasive copy. 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 responsible for writing persuasive copy to communicate messages in a wide range of contexts. These contexts may include television, radio, other advertising media, public relations or marketing. The unit is generally undertaken by those working in a supervisory, management or freelancing role who are primarily responsible for the development of persuasive copy. They may develop the copy individually or coordinate a team of writers.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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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. Analyse and interpret a creative brief	1.1. Analyse and confirm the technique/s for expressing the ***central idea*** or creative concept 1.2. Identify and check the ***content*** and ***supporting information*** for accuracy and completeness 1.3. Confirm the time schedule and budgetary requirements for creating ***copy*** 1.4. Identify ***legal and ethical constraints*** impacting on copy to be developed
2. Evaluate creative options	2.1. Evaluate design and copy options against the requirements of the creative brief 2.2. Select option/s which enable the required information and image to be communicated within time and budgetary requirements
3. Prepare persuasive copy	3.1. Create original copy with impact which sets the product, service or idea being communicated apart from the competition and competitor's promotional material

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ELEMENT	PERFORMANCE CRITERIA
	3.2. Create copy which communicates the required image, features/benefits of the product, service or idea 3.3. Create copy which meets the requirements of the creative brief in terms of information, format, language, writing style, and level of detail 3.4. Produce copy on time and within budget 3.5. Produce copy which complies with legal and ethical requirements

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 monitor the effectiveness of message being delivered
- creativity and innovation skills to present ideas and information in an engaging manner
- literacy skills to write high quality, persuasive copy and to communicate complex ideas and processes efficiently and effectively
- literacy skills to write in a range of styles for different audiences
- research and data collection skills to identify company and product information.

Required knowledge

- components of the creative brief
- legal and ethical requirements relating to the advertising industry
- 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:
  - anti-discrimination legislation
  - consumer protection laws
  - copyright legislation
- ethical principles
- fair trading laws
  - privacy laws
  - Trades Practices Act
- organisational and advertising budget constraints

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REQUIRED SKILLS AND KNOWLEDGE
• organisational policies, procedures, products and services • persuasive writing techniques • 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: • demonstration of effectively interpreting a creative brief to write original, innovative and persuasive copy that communicates key messages for at least one product/service or idea, on time and on budget • reasons for choosing specific design and copy options.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace environment • access to office equipment and resources • access to creative briefs.
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 to write persuasive copy • 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 relevant legislation from all levels of government, codes of practice and national standards that impact on business operations • review of copy created.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • BSBADV509A Create mass print media advertisements • BSBADV510A Create mass electronic media advertisements.

Range Statement

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

Central ideas may include:	• a combination of visual (illustration) and verbal (text and headline) messages
	• the verbal or visual device used to present the content to the reader, listener or viewer of the advertisement, such as:
	  • analogy and association
	  • case histories
	  • celebrities
	  • continuing characters
	  • demonstrations
	  • exaggerated situations
	  • fantasy
	  • photographic tricks or special effects
	  • product uses
	  • recipes
	  • slice-of-life situations
	  • testimonials

Content may include:	• the information to be communicated to the audience brand or image factors, such as:
	  • competitive advantages
	  • features of the product/service

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RANGE STATEMENT	
	• where the product may be obtained • price • colour
Supporting information may include:	• evidence to support the claimed benefit • purchasing information • reassurances for existing users • requirement to specify the target audience

Copy may include:	• the words used in broadcast advertising such as:
	  • instructions and descriptions
	  • jingles
	  • message content
	  • production and technical information
	  • program promos
	  • slogans
	  • sound sources and effects
	  • sponsorship announcements
	• the words used in print advertising such as:
	  • body copy
	  • captions
	  • display copy
	  • headlines
	  • instructions and descriptions
	  • message content
	  • overlines
	  • production and technical information
	  • subheads
	  • taglines
	  • underlines

Legal and ethical constraints may include:	• codes of practice such as those issued by:
	  • Advertising Federation of Australia
	  • Australian Communications and Media Authority
	  • Australian Competition and Consumer Commission
	  • Australian Performing Right Association
	  • Commercial Radio Australia
	  • Free TV Australia

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RANGE STATEMENT	
	• contempt of court and parliament • copyright • cultural expectations and influences • defamation • discrimination • ethical principles • obscenity • policies and guidelines • privacy and other legislation • racial vilification • regulations • social responsibilities such as protection of children, environmental issues • societal expectations

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Writing

Co-requisite units

Co-requisite units		

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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

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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
1. Plan job.	1.1. Task to be undertaken is assessed. 1.2. Potential workplace ***hazards*** are identified. 1.3. ***Hazard control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment. 1.4. Site information is obtained. 1.5. All ***forces and loads*** associated with erecting and dismantling ***structures*** and ***associated plant*** are considered in consultation with ***appropriate personnel***. 1.6. ***Rigging equipment*** and ***associated equipment*** are identified in consultation with appropriate personnel according to ***procedures*** and site information.

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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. 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

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ELEMENT	PERFORMANCE CRITERIA
	according to procedures and the appropriate standard. 4.6. Temporary guys, ties, propping and shoring, including ***flexible steel wire rope***, 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

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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.

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Evidence 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,

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	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

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	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

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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

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RANGE STATEMENT

	• mast climbers • loading platforms.
Appropriate personnel may include:	• 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

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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

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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

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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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

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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 ***hazards*** are identified 1.3. ***Hazard control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment 1.4. Site information is obtained 1.5. All ***forces and loads*** associated with erecting and dismantling ***structures*** and ***associated plant*** are considered in consultation with ***appropriate personnel***. 1.6. ***Rigging equipment*** and ***associated equipment*** are identified in consultation with appropriate personnel

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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.

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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)

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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

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EVIDENCE GUIDE

	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.

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:
	  • 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

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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 is 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.

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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.

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RANGE STATEMENT

Appropriate standards may include but are not limited to:	• codes of practice • 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.
Structures may include but not limited to:	• concrete tilt-up panels • scenery panels (used in entertainment) • non guyed light towers.
Associated plant may include but is not limited to:	• all types of cranes • conveyors • dredges • excavators.
Appropriate personnel may include but not limited to:	• supervisors • engineers • 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

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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 not limited to:	• safety harness • energy absorber • lanyard • inertia reel • safety nets • static lines.
Communication Methods may include but 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

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RANGE STATEMENT

	• personal protective equipment • adequate illumination.
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.
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

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Functional area

Functional area

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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

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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
1. Plan job.	1.1. Task to be undertaken is assessed. 1.2. Potential workplace ***hazards*** are identified. 1.3. ***Hazard control measures*** are identified consistent with ***appropriate standards*** to ensure the safety of personnel and equipment. 1.4. Site information is obtained. 1.5. All ***forces and loads*** associated with erecting and dismantling ***associated plant*** are considered in consultation with ***appropriate personnel***. 1.6. ***Rigging equipment*** and ***associated equipment*** are identified in consultation with appropriate personnel according to ***procedures*** and site information.

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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

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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

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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

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EVIDENCE GUIDE

	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

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:
	  • 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

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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 is 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

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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.
Appropriate standards may	• codes of practice

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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

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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

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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

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Co-requisite units Nil

Functional area

Functional area

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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

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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 ***OHS legislative requirements*** 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 ***safe work practices*** are identified and explained.
2. Identify construction hazards and control measures.	2.1. Basic principles of risk management are identified. 2.2. ***Common construction hazards*** are identified and discussed. 2.3. ***Measures for controlling*** 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 ***designated OHS personnel*** is identified and explained.

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ELEMENT	PERFORMANCE CRITERIA
	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. Identify OHS incident response procedures.	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

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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

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EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

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	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

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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.
Safe work practices 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.
Risk relates to:	• likelihood of a hazard causing injury or harm.
Principles of risk management 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.
Hazard relates to:	• any thing (including an intrinsic property of a thing) or situation with the potential to cause injury or harm.
Common construction hazards 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

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RANGE STATEMENT

	• traffic and mobile plant • unplanned collapse • ultraviolet (UV) radiation • working at heights.
Measures for controlling risk to eliminate or minimise hazards in accordance with the hierarchy of control include:	• elimination • substitution • isolation • engineering control • administrative control • personal protective equipment.
OHS communication processes include:	• 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

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RANGE STATEMENT

	• OHS representatives • supervisors.
Safety signs and symbols include:	• 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

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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

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Co-requisite units

Co-requisite units Nil

Functional area

Functional area

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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.

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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.

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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

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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

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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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 • 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
Vision systems 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
Testing 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
Accessories may include:	• chains and other rigging • curtaining • flats

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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

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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

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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.

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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 ***relevant personnel*** and read production documents to determine the technical and production requirements for ***vision systems*** 1.2. Participate in any required technical or creative run-through, note any ***equipment*** 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

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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.

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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

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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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 • designer • director • editors • graphic artists • head of department • lighting and stage crew • photographers • sound engineers • supervisor • other specialist staff
Vision systems 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
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)

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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

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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

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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.

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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 ***vision systems*** 1.3. Correctly identify cables used to connect components Correctly identify and sort ***equipment*** 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

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ELEMENT	PERFORMANCE CRITERIA
	operation 2.4. Identify any ***problems with equipment*** 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

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Evidence 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).

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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

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RANGE STATEMENT	
	• video players and monitors
Problems with equipment 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		

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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.

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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. ***Plan time*** 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 ***basic work records*** effectively 1.6. Identify any variations and difficulties affecting work requirements through regular reviews, and inform ***relevant personnel***
2. Manage own learning	2.1. Identify ***own learning needs*** in consultation with

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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

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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

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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

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Co-requisite units

Co-requisite units		

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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.

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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 ***relevant colleagues***
	1.2. Set sponsorship targets based on financial requirements of activity and estimated income and expenditure
	1.3. Identify ***items***, activities or projects to be sponsored based on ***potential sponsor*** appeal and the needs of the organisation
	1.4. Assess previous methods of securing finance for relevance to the activity

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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

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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

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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.	
Relevant colleagues may include:	• boards of management • funding bodies • management • organising committees • technical or creative specialists
Items, activities or events to be sponsored may include:	• entertainment • exhibitions (permanent or temporary) • meals • ongoing organisation activities

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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		

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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.

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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 ***tickets***/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 ***auditorium information*** and advise if any ***special restrictions or requirements*** 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

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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

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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 specials 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:

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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

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RANGE STATEMENT	
Auditorium information provided to patrons may include:	• correct entrance for particular seats • exit points for the auditorium • location of seats
Special restrictions or requirements 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
Problems 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
Seating problems 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
Providing special assistance 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

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Co-requisite units

Co-requisite units		

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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.

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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

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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

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Evidence 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

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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 ***services*** may include:	• box office • front-of-house • guiding • ushering • visitor information
Checking all aspects 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

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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	

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Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

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CUEIND01C Source and apply entertainment industry knowledge

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to source, apply and update a general knowledge of the live entertainment industry, including industry structure and operation, employment obligations and the impact of new technology. This knowledge underpins effective performance in all work roles within the entertainment industry. In-depth knowledge is not required.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the skills and knowledge required to source, apply and update a general knowledge of the live entertainment industry, including industry structure and operation, employment obligations and the impact of new technology. This knowledge underpins effective performance in all work roles within the entertainment industry. In-depth knowledge is not 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

This unit underpins effective performance in all industry work roles and could be assessed or used in training in conjunction with other operational and technical units.

This unit underpins effective performance in all industry work roles and could be assessed or used in training in conjunction with other operational and technical units.

Employability Skills Information

This unit contains 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.

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the 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 **Source and apply information on the structure and operation of the entertainment industry.**	1.1 Correctly identify and access sources of information on the **entertainment industry**, including information relating to: industry structure, different sectors and the products and services available major industry bodies relationship between entertainment and other industries economic and social significance of the industry.
	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 effective work performance in the **entertainment industry**, including information on: career opportunities roles, responsibilities and employment rights of contracted workers unions and employer bodies professional associations

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		industrial relations issues.
		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 new technology.
		3.2 Obtain relevant information to assist effective work performance, including information on: 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.
		3.3 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 **issues of concern** 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

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 1

using technology to source information.

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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

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

The evidence guide provides advice on assessment 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 entertainment industry as detailed under Underpinning 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	The assessment context must provide for:

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assessment	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 (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: sources of information on the entertainment industry.

Range Statement

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

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included.

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, eg sporting, cultural, charitable ballet concerts corporate theatre and communication drama festivals.
Information sources and opportunities to update industry knowledge 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.
Other industries with which the **entertainment industry** has relationship may include:	fashion film, TV and radio music retail sport tourism visual arts, craft and design.
Issues of concern to the industry may be	changing nature of the marketplace

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related to:

government initiatives
industry expansion
labour issues.

Unit Sector(s)

Not applicable.

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CUELGT03C Install and operate follow spots

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to install and operate follow spots for any production within the cultural industries. This is a dedicated unit which reflects the skills required to operate follow spots for productions which include extensive movement and variation on stage and for different performance contexts.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit describes the skills and knowledge required to install and operate follow spots for any production within the cultural industries. This is a dedicated unit which reflects the skills required to operate follow spots for productions which include extensive movement and variation on stage and for different performance contexts.

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

This unit has linkages to a range of other lighting units and combined assessment and/or training may be appropriate, eg:

CUFLGT02B Prepare, install and test lighting equipment

CUELGT05C Record and operate standard lighting cues.

This unit has linkages to a range of other lighting units and combined assessment and/or training may be appropriate, eg:

CUFLGT02B Prepare, install and test lighting equipment

CUELGT05C Record and operate standard lighting cues.

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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 **Install follow spots.**	1.1 Position **follow spots** and accessories in accordance with the lighting plan and ensure safety for the operator and audience.
	1.2 Set up stands securely and adjust for height as required.
	1.3 Check and adjust balance, focus and sights of the follow spot as appropriate.
	1.4 Install follow spot dimmer as required.
	1.5 Secure follow spot cabling safely.
	1.6 Install manual colour changer correctly and colour in accordance with the lighting plan.
	1.7 Test follow spot to ensure it is operational and that all accessories are in working order.
	1.8 Focus follow spot and check multiple spots for consistency of focus and colour temperature.

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2 **Participate in technical or creative run through.**	2.1 Participate in any required technical or creative run through, note any equipment deficiencies or technical adjustments to be made.
	2.2 Rehearse technical aspects of the show and communicate to performers as required.
	2.3 Set back-up options in the event of an equipment malfunction and test to ensure that they are in working order.
	2.4 Plot and run through cues on direction from the **appropriate personnel** and in accordance with equipment, sequencing, timing and speed requirements.
	2.5 Make any necessary changes to cues and modify cue sheets as required.
	2.6 Execute any necessary changes to equipment in accordance with modifications required.
3 **Prepare for follow spot operation.**	3.1 Power up follow spot and check height, balance, sights, focus, operation of iris, operation of any additional **follow spot accessories** and dimmer.
	3.2 Check colour and/or operation of colour changer.
	3.3 Check that final requirements for equipment operation have been identified, implemented and documented.
	3.4 Check communications equipment to ensure that it is in working order.
	3.5 Correctly identify and rectify any **faults** or **problems** and inform relevant personnel of any ongoing problems.
4 **Operate follow spots.**	4.1 Operate follow spot on cue/on direction from the stage manager, head follow spot operator or running sheet as appropriate.
	4.2 Operate spot so that beam diameter, shape, edge, colour and intensity level meet performance requirements.
	4.3 Synchronise follow spot operation with other lighting and staging effects.

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		4.4 Modify follow spot cues as required to cater for unexpected contingencies.
		4.5 Operate spot in a manner that does not distract the audience and maintains reasonable comfort for the operator.
		4.6 Identify and rectify problems safely, using logical problem solving techniques and in accordance with venue procedures and inform appropriate personnel are informed as required.
		4.7 Correctly identify the need for the use of back-up systems and implement when required.
		4.8 Recalibrate follow spot correctly after changing a lamp where appropriate.
5	**Shut down and disassemble equipment.**	5.1 Turn off power to the follow spot in accordance with cool-down procedure and dismantle store or cover equipment in accordance with organisational procedures and performance requirements.
		5.2 Note changes to cue sheets and update and file **documentation** as required in accordance with organisational procedures.

Required Skills and Knowledge

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

Required skills:

hand/eye coordination skills

literacy skills sufficient to interpret a lighting plan.

Required knowledge:

knowledge of the main types of lanterns, including profile, fresnel, pebble/convex, flood, moving lanterns and PAR, their uses and operations (optical and mechanical) and accessories

different types of follow spots and their features, including incandescent and discharge units

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the relationship between follow spot operation and other lighting and stage effects

techniques for the operation of follow spots, including how to adjust for colour temperature and beam.

Evidence Guide

The evidence guide provides advice on assessment 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 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.
Context of and specific resources for assessment	The assessment context must provide for: 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 involvement of, and interaction with, a production 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: direct observation of the candidate installing or operating follow spots evaluation of a performance where the

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candidate is responsible for follow spot operation

oral or written questioning to assess knowledge of follow spot equipment, operating techniques or specific OHS issues

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 (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:

follow spots and accessories as identified in the Range Statement

a production and production venue.

Range Statement

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

Follow spots may include:

discharge units

incandescent.

Follow spot accessories may include:

% power selection switches

ballasts

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	colour magazines
	gobos
	irises
	mechanical blackouts
	mechanical dimmers
	shutters
	stands.
Documentation may include:	colour lists
	cue sheets
	emergency procedures
	equipment lists
	focus notes
	patch sheets.
Appropriate personnel may include:	designer
	director
	stage manager
	supervisor, head of department
	other follow spot operator
	other specialist staff.
Faults and **problems** with follow spots may include:	blown globe
	defective colour
	defective iris/sights/dimmer
	differences in colour temperature between different units
	faulty balance
	incorrect height adjustment
	mis-aligned sights
	problems with manual colour changer
	unexpected changes by performers, eg

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moving out of range, behind scenery.

Unit Sector(s)

Not applicable.

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CUELGT09B Apply a general knowledge of lighting to work activities

Modification History

Not applicable.

Unit Descriptor

This unit provides the foundation knowledge required to complete a range of general lighting-related tasks in a live venue environment. It includes the need for an understanding of the role of the lighting technician, overall lighting system layout and basic equipment recognition. Tasks would generally be completed under supervision.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

This unit provides the foundation knowledge required to complete a range of general lighting-related tasks in a live venue environment. It includes the need for an understanding of the role of the lighting technician, overall lighting system layout and basic equipment recognition. Tasks would generally be completed under 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

This unit underpins and has linkages to general technical units and all other lighting units and combined assessment and/or training with those units may be appropriate, eg:

CUFSAF01B Follow health, safety and security procedures

CUETGE11B Handle physical elements safely during bump in/bump out.

This unit underpins and has linkages to general technical units and all other lighting units and combined assessment and/or training with those units may be appropriate, eg:

CUFSAF01B Follow health, safety and security procedures

CUETGE11B Handle physical elements safely during bump in/bump out.

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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 **Make preparations for lighting set up.**	1.1 Extract key information from lighting plans and confirm requirements with supervisor.
	1.2 Correctly identify appropriate rigging and positioning points for lighting equipment.
	1.3 Correctly identify cables used to connect different lighting components.
	1.4 Correctly identify and sort equipment and accessories in preparation for set up, ensuring appropriate handling and taking account of equipment differences.
2 **Complete tasks using lighting equipment.**	2.1 Correctly use the **lighting desk** to bring up channels for focussing.
	2.2 Correctly and safely power up **dimmers** and set up **patch** location.
	2.3 Match **light beam** control accessories to **lights** and use in accordance with instructions.

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2.4 Correctly handle cables, including rolling/unrolling, storage and safe manual handling.

2.5 Identify any problems with equipment promptly, take action within the scope of individual responsibility or report to supervisor.

2.6 Communicate appropriately with other technicians, performers or customers during the completion of tasks.

Required Skills and Knowledge

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

Required skills:

requirements for storage of lighting equipment

literacy skills sufficient to interpret lighting plans, understand use of scale, lighting symbols and notation conventions

numeracy skills sufficient to count and sort equipment and use numerical features of lighting desks.

Required knowledge:

the general scope and potential of lighting operations within different live production contexts, eg theatre, music, corporate

the relationship between lighting operations and other technical and performance areas, including audio, vision systems and performance

typical roles and responsibilities of the lighting technicians in different context, including career paths

lighting system options in a range of venue types

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)

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effects

organisational and legislative occupational health and safety legislation in particular relation to lighting operations, eg electrical restrictions

knowledge of colour recognition.

Evidence Guide

The evidence guide provides advice on assessment 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: recognition of lighting equipment,, including key features and purpose completion of lighting-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 lighting equipment project or work activities that allow knowledge to be applied to specific production contexts and situations.
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 lighting-related tasks evaluation of equipment which has been set

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up by the candidate

oral or written questioning to assess knowledge of equipment types

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 (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:

a range of lighting equipment as identified in the Range Statement

an environment in which lighting can be set up and operated

lighting plan for interpretation.

Range Statement

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

manual preset operation

single scene submaster operation (a single set of channel levels being stored in a fader for later use)

submaster cue stacking and playback (a series of cues, namely sets of channel levels and fade times, stored in sequence and

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	recalled later) theatrical cue set up and playback.
Use of **dimmer** and **patch** system layouts may include:	automated lighting requirements - direct power and data lines required (no dimmer) distributed dimming - dimmers located where required distributed patch - patch lines from a single dimmer location to destination lights dual systems - combination of the above two systems.
Conventional **lights** to be used must include:	floods and PARS and cyc lights fresnel and pebbled convex (PC) lanterns profile, ellipsoidal profile.
Light beam control accessories may include:	barn doors black wrap doughnuts and top hats gel types and gel frames gobos and gobo holders iris shutters spun.
Use of conventional **lights** must include:	awareness of how heat is dissipated by a lantern awareness of the different types of lamp bases correct bubble handling techniques finding out the correct replacement lamp and wattage of the lantern when incorrect orientation of a lamp may

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reduce filament and lantern life.

Unit Sector(s)

Not applicable.

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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.

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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 ***score*** to identify ***technical requirements*** 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 ***technical references*** in accordance with the musical and literary text and in

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ELEMENT	PERFORMANCE CRITERIA
score	a format which meets organisational requirements 2.2. Accurately plot technical elements, including appropriate ***technical notations*** 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 ***other relevant production documentation***
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

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Evidence 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

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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

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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

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Co-requisite units

Co-requisite units		

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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.

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	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

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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

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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

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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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 ***equipment*** 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
Minor repairs 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
Appropriate personnel may include:	• colleagues from other specialist areas • external suppliers • production team • supervisors/managers • other technicians
Spares and consumables may include:	• batteries • diskettes • fuses

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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	

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Co-requisite units		

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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

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	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 ***relevant personnel*** and accurately interpret ***documentation*** to determine ***audio*** requirements 1.2. Position and prepare ***equipment*** in accordance with

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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

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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

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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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 • director • stage manager • other technical staff
Documentation 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
Audio equipment to be operated must include:	• amplifiers • audio input sources • equaliser • mixing console • speakers
Audio ***equipment*** to be operated may include:	• DAT machine • DVD • mini disc • sequencer/sampler • tape machines • turntables

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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

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	• 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.

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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

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REQUIRED SKILLS AND KNOWLEDGE
• planning and organising skills tomanage 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 tooperate 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.

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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 that 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

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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	

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Co-requisite units		

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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.

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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 ***equipment*** 1.3. Correctly identify cables used to connect different audio components 1.4. Correctly identify and sort equipment and ***accessories*** in preparation for set-up, ensuring appropriate handling and taking account of ***equipment differences***

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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

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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.

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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

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RANGE STATEMENT	
Accessories used in live audio may include:	• active splits • analysis software • continuity and phase testers • DI boxes • insolation 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

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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		

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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

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	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

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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

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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.

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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.	
Acoustic sources may include:	• acoustic instruments • electric instruments • the voice for dramatic dialogue • the voice for lectures and meetings • the voice for music
Microphone options may include:	• condenser • dynamic
Microphones for specific purposes may include:	• lectern • specific instruments, e.g. piano, electric guitar • stage dialogue
Equalisation options and effects equipment to achieve maximum gain before feedback may include:	• feedback eliminator style device • one third octave equaliser • parametric equaliser

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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.

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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 ***replay*** 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 ***source***

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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

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Evidence 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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Replay requirements may include:	• multi-tracking • music • sound effects • voice overs
Source materials may include:	• cassette • CD • live effects • musical instruments • radio and TV broadcasts • voice
Replay mechanisms 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

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Co-requisite units

Co-requisite units		

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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

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	• 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**

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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

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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

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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

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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.	
Relevant personnel may include:	• director • front of house engineer • performers • stage manager • stage monitor engineer • systems engineer.

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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

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Co-requisite units

Co-requisite units		

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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.

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	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 ***information*** to inform the planning of the stage monitor system

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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

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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

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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

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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.

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Range Statement

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

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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.

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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 ***system requirements*** 1.2. Investigate available system resources and ascertain ***capabilities*** 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 ***hardware components*** in accordance with system needs 2.2. Assemble network topography in accordance with

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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

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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.

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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.	
System requirements may include:	• liaison with sound designer • operational overview • signal flow diagram
Capabilities may include:	• output signal routing options • remote control of processing equipment
Hardware components may include:	• amplifiers • loudspeakers • mixing consoles • network control devices • signal processors

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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

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	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.

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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

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• communication skills sufficient toliaise with artistic and technical personnel on performance requirements • planning and organising skills toinvestigate equipment variables for outdoor context andorganising 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

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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.

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Range Statement

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

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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.

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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.

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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

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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

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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

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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

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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

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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.

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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 ***technical staging aspects*** of the show and communicate relevant information to performers as required 1.2. Plot, rehearse and execute cues in accordance with directions from the ***relevant personnel*** 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 ***faults*** safely

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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

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EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment 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).

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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,

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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

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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		

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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 ***safety requirements*** 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 ***flying system*** 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

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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

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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

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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.	
Safety requirements refers to:	• both specific organisational requirements and statutory authority requirements
Types of ***flying systems*** 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

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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

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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

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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.

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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 ***other production personnel*** 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 ***floor*** in accordance with stage plan and directions from supervisor 2.2. Move and assemble ***set pieces*** in accordance with stage plan and directions from supervisor 2.3. Follow appropriate safety procedures when laying

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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

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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:

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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

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - staging

Co-requisite units

Co-requisite units		

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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.

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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

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	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

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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

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	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.	
Rigging requirements may relate to one or more of the following:	• audio • lighting • set construction • staging • vision systems
Licensed riggers may be:	• contract labour • fellow employees
Rigging 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

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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		

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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.

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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 ***production*** 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 ***appropriate personnel*** as required
2. Complete plans for realisation of	2.1. Identify and agree on options for realisation and execution in consultation with the appropriate

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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

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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

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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.	
Production resources and	• audio • audiovisual

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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

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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		

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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.

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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 ***tour*** schedule and ***other production documentation*** to correctly identify implications for the area of work 1.2. Source and evaluate ***relevant*** information on local touring venues/***locations*** 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 ***specific tour requirements*** as required 1.5. Make plans for touring in accordance with ***legal requirements and regulations*** 1.6. Create accurate ***documentation*** on touring requirements to allow for easy interpretation by

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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

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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

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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.	
Tours may occur:	• interstate • intrastate • overseas • regional areas
Other production documentation may include:	• budget • location agreements • performers' contracts
Relevant location 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
Specific tour requirements will	• accommodation (for cast, crew)

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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)
Legal requirements and regulations 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
Relevant documentation and information 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

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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	

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Co-requisite units		

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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.

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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 ***physical elements*** in the correct order in accordance with instructions to ensure ease of packing, loading, unloading and installation 1.2. ***Pack*** physical elements safely using appropriate ***techniques and materials*** to avoid damage during ***transportation*** 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

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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

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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.

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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

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RANGE STATEMENT	
	• straps • tape • tissue paper • wardrobe skips
Appropriate personnel 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		

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CUFCMP301A Implement copyright arrangements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement individual or collaborative copyright arrangements. This unit is related to CUFCMP501A Manage and exploit 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 implementation of copyright arrangements, including sourcing copyright information, gaining clearance to use other people's material and protecting material from unauthorised use. It has application to people involved in using/creating 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 does not address assigning copyright and licensing rights. This is addressed in: • CUFCMP501A Manage and exploit copyright arrangements.

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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 information on copyright	1. Identify ***sources of information*** on copyright 2. Determine what is and is not protected by copyright 3. Identify and determine role of ***copyright collection societies*** 4. Check copyright legislation with ***appropriate person*** 5.
Obtain permission to use copyright material	6. Identify copyright owner's ***exclusive rights*** 7. Determine need for copyright clearance and identify potential for ***fair use*** of copyright material

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ELEMENT	PERFORMANCE CRITERIA
	8. Discuss and confirm copyright clearance issues 9. Determine if ***moral rights*** or ***performer's rights*** need to be credited 10. Obtain and accurately record copyright clearance
Protect material from unauthorised use	11. Confirm ***original work*** as being the result of individual/collaborative skill and effort 12. Discuss and formally record copyright ownership/proportional ownership 13. Identify and confirm individual/collaborative copyright responsibilities 14. Identify potential infringements to copyright and activities that will not infringe copyright 15. Apply ***copyright notices*** on creative works in a correct manner 16. Prepare, date and store ***documentation*** to track copyright requirements

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 determine the duration of copyright arrangements
- literacy skills sufficient to read copyright information and to complete copyright documentation
- learning skills sufficient to maintain knowledge of copyright issues
- teamwork skills sufficient to work with collaborators when discussing copyright ownership
- problem solving skills sufficient to recognise problems that arise from copyright ownership discussions and to seek expert advice on solving them
- technology skills sufficient to use documentation systems for tracking copyright requirements and for accessing/downloading copyright material

Required knowledge

- basic understanding of copyright principles/legislation relevant to implementing copyright arrangements
- recognised procedures to determine copyright ownership
- function of the Australian Copyright Council as it relates to own work context

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Evidence 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 information and seek appropriate assistance as required to organise copyright arrangements, and ability to apply this information to day-to-day work activities • knowledge of copyright principles/legislation.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of relevant and current industry information materials, such as the Copyright Act 1968, Copyright Amendment (Digital Agenda) Act 2000 and Australian Copyright Council information sheets • access to an environment where copyright information can be applied and copyright ownership discussed • access to appropriate personnel to check copyright legislation • access to appropriate technology to source copyright information and 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 obtaining permission to use copyright material • case studies to assess ability to identify sources of information on copyright • written and verbal questioning or interview to test knowledge of the sources of information and the role

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EVIDENCE GUIDE	
	of copyright collection societies • problem solving activities to assess ability to recognise problems that arise from copyright ownership discussions • 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: • CUFIND201A Develop and apply creative arts industry knowledge • CUFIND301A Work effectively in the screen and media industries.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• Australian Copyright Council • copyright collection societies • copyright legislation • industry associations • industry information sheets and journals • internet • libraries • union publications (newsletters, magazines, bulletins and letters).
Copyright collection societies may include:	• Australasian Mechanical Copyright Owners Society Ltd (AMCOS) • Australasian Performing Right Association (APRA) • Christian Copyright Licensing International • Copyright Agency Ltd (CAL)

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RANGE STATEMENT	
	• International copyright collection societies • Mediacom/LicenSing • Phonographic Performance Company of Australia (PPCA) • Screenrights • VISCOPY • Word of Life International.
Appropriate person may include:	• agents/artists' managers/industry managers • Australian Copyright Council representatives • copyright collection society representatives • employee association/union representatives • industry/industry association representatives • legal representatives • licensers/publishers.
Exclusive rights 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.
Fair use of copyright material may include:	• new exceptions for consumers and new flexible dealing exception • professional advice by a lawyer, patent attorney or trade mark attorney • reporting news • research, study, criticism or review.
Moral rights may include the right of the creator:	• not to have their work falsely attributed • not to have their work treated in a derogatory way • to be attributed (or credited) for their work.
Performer's rights may include:	• the moral rights in performances • the ownership of copyright in sound recordings • the rights to control recording and communication of their performances.
Original work may include:	• artistic works, e.g. paintings, drawings, cartoons, sculpture, craft work, architectural plans, buildings, photographs, photographic imagery, maps, plans, special effects make-up

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RANGE STATEMENT	
	• 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 • textual material, e.g. journal articles, novels, screenplays, poems, song lyrics, reports.
Copyright notices may include:	• for sound recordings, the letter P (for phonogram) in a circle or in brackets is used • the symbol Â©, followed by the name of the copyright owner and the year of first publication.
Documentation may include dated copies of:	• artwork • 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

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Co-requisite units

Co-requisite units		

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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 licensers and music publishers.

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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 ***original work*** 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 ***copyright issues*** are fully addressed in terms of copyright owners ***exclusive rights*** and the rights of others
Protect original works	4. Confirm original work is protected at local and international levels against illegal or unauthorised

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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

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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	

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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.

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Range Statement

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

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RANGE STATEMENT	
Relevant parties may include:	• agents/artists' managers/industry managers • artists • employee associations/union representatives • industry/industry association representatives • legal representatives • licensers/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

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Co-requisite units

Co-requisite units		

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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		

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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 ***relevant personnel*** frequency of upgrades 2. Obtain revised and additional ***electronic content*** 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 ***link-checking software***, 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 ***content management system*** 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

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ELEMENT	PERFORMANCE CRITERIA
	specify appropriate ***metadata*** 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

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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

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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

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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		

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CUFDIG302A Author interactive sequences

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to use an authoring tool to produce discrete interactive sequences. 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 developing small components to be integrated into a larger project apply the skills and knowledge described in this unit. They could be working under the direction of an interactive author or programmer to produce several web pages, or a sequence of screens for other forms of delivery. They need to draw on technical assistance from a programmer or other technical support personnel to produce sequences for server side technologies. In all cases, they are collaborating with other members of a team and need a sound understanding of the project on which they are working. More complex skills associated with authoring are covered in: • CUFDIG401A Author interactive media • CUFDIG404A Apply scripting language in authoring.

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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 use of authoring tool	1. Identify a range of appropriate ***authoring software*** 2. Discuss with ***relevant personnel*** the range of authoring software and their application to various ***delivery platforms*** 3. Discuss with relevant personnel ***design specifications*** of the ***project*** 4. Discuss with relevant personnel technical requirements

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ELEMENT	PERFORMANCE CRITERIA
	of the project in order to select authoring software
Prepare to use authoring tool	5. Load selected authoring software 6. Create a new file for the specified task and name file using standard naming conventions 7. Display and use tools and features of authoring software relevant to the authoring process
Produce interactive sequences	8. Produce screens and layout according to design specifications applying basic ***visual design principles*** 9. Create ***interactive media components*** as required 10. Source text content and apply style sheets to format text 11. Source relevant ***media assets***, optimise if required and integrate using appropriate ***file formats*** 12. Produce and link all components according to storyboard and apply templates or themes 13. Manipulate markup code where errors are occurring or to finetune functionality 14. Save in appropriate file format to directory
Check functionality of interactive sequence	15. Check that interactive elements function with minimal error on a variety of systems 16. Present sequence to relevant personnel 17. Incorporate changes 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 and design specifications
  - 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:
  - use appropriate authoring software to proficiently author the sequences applying style sheets, templates or themes
  - integrate media assets for specific bandwidths

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REQUIRED SKILLS AND KNOWLEDGE
• manage files and create appropriate directories • efficiently use a computer, including keyboard shortcuts • 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 • 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 • file formats of digital media assets and basic optimisation techniques • HTML • W3C Accessibility standards relevant to text and images • basic visual design principles as listed in the range statement • 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: • development of several discrete interactive media sequences that function as planned and demonstrate an understanding of basic visual design principles • accuracy and attention to detail in the process of developing interactive media sequences.
Context of and specific resources for assessment	Assessment must ensure: • access toa range of resources, equipment and current industry-standard software, as listed in the range

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EVIDENCE GUIDE	
	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 interactive sequences authored by the candidate • written or oral questioning to test knowledge of file formats and delivery platforms.
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	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Authoring software may include:	• Director • Dreamweaver • Flash • FrontPage • PageMill.
Relevant personnel may include:	• designer • graphic designer • information architect

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RANGE STATEMENT	
	• interaction designer • programmer • supervisor • trainer • user interface designer • other specialist staff.
Delivery platforms may include:	• CD • DVD • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.

Design specifications may include:	• content inventory
	• interactive script
	• personas
	• storyboard
	• target audience
	• technical requirements, such as:
	  • delivery platform
	  • screen resolution and size
	  • templates, style sheets and themes
	  • bandwidth information
	• user interface design.

Projects may include:	• production of interactive sequences to be incorporated in a:
	  • game
	  • educational product
	  • promotional product
	  • information product
	  • training product
	  • e-commerce.

Visual design principles may include:	• balance • emphasis • focal point • movement • perspective • proportion • scale

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RANGE STATEMENT	
	• unity.
Interactive media components may include:	• backgrounds • banners • icons • interactive buttons • interactive controls • logos • text • titles • user interfaces.
Media assets may include:	• animation • audio • documents, such as PDF, Word, PowerPoint and Excel • graphics • photo images • text • video.
File formats may include:	• DIR/DCR • FLA/SWF • GIF • HTML • JPEG • MOV • MPEG • PDF • PICT • RTF • TIFF • WMV.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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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.

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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 ***project*** brief 2. Discuss selection of images with ***relevant personnel*** 3. Assess ***scanner features*** to ensure that outcomes will meet the requirements of brief 4. Operate scanner according to manufacturer specifications 5. Select ***scanner settings*** 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

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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:

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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	

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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

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

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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

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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

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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		

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Co-requisite units		

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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

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	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 ***design specifications***

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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

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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

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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	

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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 toa 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

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

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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

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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		

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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

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	• 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	1. Discuss concept with ***relevant personnel*** to ensure that design briefs are fully understood 2. Identify technical parameters of interactive media products, including ***delivery platform*** 3. Identify target ***audience and user characteristics***

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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

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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

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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.	
Relevant personnel 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

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RANGE STATEMENT	
	staff.
Delivery platform may include:	• CD • DVD • games console • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.

Audience and user characteristics 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.

Information architecture specifications may include:	• content inventory • diagrams • flow charts • maps • navigation charts • plans • storyboards • wire frames.
Spatial zones may include:	• banners • content areas • grids • headings • images • logos • media assets • menu systems

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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

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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		

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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.

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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 ***design specifications*** in consultation with ***relevant personnel*** to clarify the target user, audience and ***purpose*** of ***interactive media products*** 2. Obtain samples of text content and ***media assets*** to be integrated into user interfaces 3. Determine file ***output format*** for ***delivery platform*** of interactive media products
Generate ideas	4. Research interactive media product user interfaces, designs, images, artwork and other creative sources that

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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

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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

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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:

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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.	

Design specifications 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.

Relevant personnel may include:	• graphic designer • information architect • instructional designer • navigation designer

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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

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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

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RANGE STATEMENT	
	• focal point • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.

Principles of user-centred design 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.

Standards may include:	• interoperability • readability • usability • W3C Accessibility.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

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Co-requisite units

Co-requisite units		

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CUFDIG502A Design web environments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design web environments. A web environment may consist of one or many web applications and technologies integrated in various combinations. The design is focused on how these applications and technologies are combined and used, and the way in which interactive content is accessed by users. 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 in this role works with clients to develop design specifications for web environments. Other specialised designers, graphic artists and programmers working as a team undertake the development of design specifications. Higher order skills associated with developing and documenting concepts that could be used as the basis for design specifications are covered in: • BSBCRT501A Originate and develop concepts.

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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**
Determine project requirements	1. Analyse project brief to identify ***purpose*** of, and target audience for, web environments 2. Consult with clients to clarify ***project requirements*** 3. Identify target ***audience characteristics*** and determine how these influence all aspects of design 4. Identify content to be incorporated and generated and how this content is to be accessed, searched or delivered
Research and select web	5. Research ***web environments*** and analyse their potential

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ELEMENT	PERFORMANCE CRITERIA
environments	6. Analyse how these web environments meet audience and content requirements 7. Identify issues relating to ***delivery platform*** and ***standards***, and determine how these may affect web environment options 8. Consult ***relevant personnel*** to ensure that all possible web environment options are considered 9. Select web environments that will meet creative, production and technical requirements
Draft design specifications	10. Design the architecture of web environments to show interrelationship between environment components 11. Identify each web environment and specify its individual interactive features, functionality and navigation and its relationship to design as a whole 12. Identify content components and specify how these will be logically structured and integrated into and/or generated by web environments 13. Specify levels of access permissions to web environments as required 14. Specify ***media assets*** as required 15. Specify user interfaces of web environments 16. Specify ***production requirements***, including appropriate ***testing strategies*** 17. Write draft ***design specifications*** to include all relevant advice to design and development teams 18. Discuss draft design specifications with client to ensure designs are consistent with project briefs
Review and confirm design specifications	19. Review designs against required project outcomes, as well as client and audience needs 20. Review designs to ensure they meet creative and technical requirements 21. Adjust designs as necessary after discussions with relevant personnel 22. Clarify ***legislative or ownership issues*** to comply with production and organisational requirements 23. Confirm with client acceptance of design specifications, including deliverables, milestones and timelines

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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 proposals and creative briefs
  - work collaboratively in a team environment
  - present ideas for the design of web environments for discussion and feedback from team members
  - clearly and concisely document specifications for the design of web environments
- initiative, enterprise and creativity in the context of:
  - generating ideas for the design of web environments
  - thinking laterally when developing concepts
  - undertaking background research into web environments
  - maintaining design integrity
  - finding solutions to problems encountered when designing web environments
  - finding ways to minimise the effect of technical constraints
  - ensuring there is an intuitive and logical flow to the navigation of web environments
- technical skills sufficient to create storyboards, maps and other diagrams to specify the architecture and navigation of web environments
- self-management skills sufficient to:
  - meet deadlines
  - provide appropriate and timely documentation

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members, e.g. designers, content creators, information architects, programmers and coders
  - sequence and interrelationship of stages in the process of developing web environments
  - broad range of web applications and technologies
  - web design and its relationship to web optimisation strategies
  - web standards, including SCORM, usability, W3C Accessibility and interoperability
  - issues and challenges that arise in designing and developing web environments
- typical formats and techniques for documenting the design of web environments
- OHS standards as they relate to working for periods of time on computers

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REQUIRED SKILLS AND KNOWLEDGE
• intellectual property rights and copyright clearance 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:
	• design specifications for web environments that:
	  • are well documented and clearly presented
	  • meet client and audience requirements
	  • are technically feasible
	• ability to work effectively as a member of a production team.

Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through the design of web environments for at least two projects • access to project briefs 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 designs for web environments documented by the candidate and of their effectiveness in terms of meeting project requirements • observation of a candidate presenting his/her design

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EVIDENCE GUIDE	
	for web environments to team members and explaining how it meets requirements • 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: • CUFDIG505A Design information architecture • CUFPPM404A Create storyboards.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include:	• business and corporate • community • education • entertainment • government • information and news • knowledge management • personal • promotion • training.

Project requirements may include:	• access to facilities and resources
	• budget
	• deliverables
	• milestones
	• personnel, including:
	  • number
	  • availability
	  • expertise prototyping

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RANGE STATEMENT	

	• technical issues, including:
	  • delivery platform
	  • disk space
	  • bandwidth
	  • testing plan
	• timelines.

Audience characteristics may include:	• computer literacy
	• demographics, such as:
	  • age
	  • gender
	  • education
	  • occupation
	  • location
	  • cultural background
	• hobbies
	• interests
	• internet literacy
	• language, literacy and numeracy
	• personas
	• specific needs - physical or psychological.

Web environments may include one or combinations of:	• audio streaming • blog • chat • conferencing tool • content learning management system (CLMS) • content management system (CMS) • database repository • discussion forum • dynamic website • electronic newsletter • interactive calendar • interactive form • learning management system (LMS) • podcast • RSS feed • static website • TiVo • video streaming • other online collaboration and social network

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RANGE STATEMENT	
	tools.
Delivery platform may include:	• digital television set • internet • mobile phone • other wireless/mobile devices • personal digital assistant (PDA).
Standards may include:	• interoperability • SCORM • usability • W3C Accessibility.
Relevant personnel 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 staff.
Media assets may include:	• animation • audio • audio/visual files, such as PowerPoint • graphics • images • text • text documents, such as PDF and Word • video.
Production requirements may include:	• levels of expertise • production deadlines • production schedules • production team • production values • testing strategies.
Testing strategies may include:	• alpha • beta • completion

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RANGE STATEMENT	
	• continuous • milestone • prototype • staged.
Design specifications may include:	• content inventory • diagrams • flow charts • maps • navigation charts • plans • storyboards • technical specifications • user interface mock-ups • wire frames.
Legislative or ownership issues may be:	• access and equity • clearances • confidentiality • copyright • intellectual property rights • non-disclosure agreements • open source licensing • ownership of assets • product licensing.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

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Co-requisite units

Co-requisite units		

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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

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	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.

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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Undertake routine maintenance of equipment	1. Clean and ***maintain equipment***, cables and ***accessories*** according to ***organisational procedures*** 2. Conduct safety checks on equipment according to manufacturer instructions and OHS guidelines 3. Check and replace ***spares and consumables*** and ensure production ***equipment*** is ready and available to ***productions*** at specified ***locations*** 4. Complete required ***documentation*** to ensure accurate records of checked and maintained items, and provide copies to ***relevant personnel***
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 ***minor repairs*** to faulty equipment according to safety requirements and manufacturer instructions and within level of own responsibility 9. Refer complex repairs to technical specialists or ***licensed personnel*** 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

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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

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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

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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.	
Maintenance of equipment may include:	• camera and sound equipment, including: • cleaning and dusting equipment • cleaning microphones and replacing inserts • replacing batteries

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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

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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

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RANGE STATEMENT	
	• preparing back-up copies of materials.

Accessories 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.

Organisational procedures 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.
Spares and consumables may include:	• batteries • cables

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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

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RANGE STATEMENT	

	tools
	• two-way communication devices
	• vision systems, including:
	  • lenses
	  • cameras and accessories
	  • control desks
	  • mixers
	  • camera control unit (CCU)
	  • monitors
	  • screens.

Productions 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.
Locations 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.
Documentation may include:	• back-up materials • equipment diagrams and design specifications • fault reports • inventories • maintenance schedules • manufacturer instructions • operating manuals

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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

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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.
Licensed personnel 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		

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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.

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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 ***structure and operation*** of the ***creative arts industries*** using ***appropriate sources*** 2. Seek information on ***employment obligations and opportunities*** within the creative arts industries using appropriate sources 3. Seek information on ***new technology*** affecting the creative arts industries using appropriate sources

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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

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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

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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.	
Structure and operation 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.
Creative arts industries may	• Entertainment

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RANGE STATEMENT	
include:	• Film, Television, Radio and Interactive Media • Museums and Library Services • Music • Visual Arts, Craft and Design.
Appropriate sources 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.
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, including award provisions, enterprise bargaining agreements and non-award areas

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RANGE STATEMENT	
	• roles, responsibilities and employment rights of individuals and contracted freelance workers • unions.
New technology 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.
Laws and regulations 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.
Current issues of concern 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.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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CUFIND301A Work effectively in the screen and media industries

Modification History

Not applicable.

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.

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.

Application of the Unit

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.

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.

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.

More complex skills associated with working as a freelancer are covered in:

CUFIND401A Provide services on a freelance basis.

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.

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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.

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.

More complex skills associated with working as a freelancer are covered in:

CUFIND401A Provide services on a freelance basis.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Nil

Nil

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

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Element	Performance Criteria
1 **Communicate effectively with others.**	1.1 Discuss and agree on own tasks and responsibilities in ways that promote good working relationships.
	1.2 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.
	1.3 Share information about the results of own work with others who require the information.
	1.4 Treat others courteously and in ways that acknowledge their contribution to **productions or projects**.
	1.5 Take into account particular **production or project issues** that colleagues or clients may have and the **protocols** to use in resolving them.
	1.6 Participate in negotiations to find workable solutions to conflicts that have the potential to reduce personal and team productivity.
	1.7 Complete workplace **documentation** as required.
2 **Take responsibility for own personal development.**	2.1 Complete enterprise-specific or other **training** as appropriate.
	2.2 Identify opportunities for ongoing professional development and take appropriate action in consultation with **relevant personnel**.
	2.3 Maintain currency of own **industry knowledge** through a variety of **sources** and apply information in day-to-day work activities to enhance quality of work performance.
	2.4 Respond positively to constructive feedback on own performance and take action to improve as required.
3 **Perform own job role effectively.**	3.1 Apply **values of the organisation** to job role.
	3.2 Follow organisational work procedures, protocols and other guidelines.
	3.3 Comply with relevant **legislative and regulatory**

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	requirements.
	3.4 Comply with relevant industry **codes of practice and guidelines**.
	3.5 Undertake all work with due regard to OHS requirements and procedures.
4 **Participate in quality improvement activities.**	4.1 Contribute ideas about improving work practices and productivity in appropriate **forums**.
	4.2 Participate in and provide feedback on initiatives aimed at improving work practices.

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

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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

OHS standards as they apply to working in the relevant sector of the screen and media industries.

Evidence Guide

The evidence guide provides advice on assessment 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: 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

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collaborative approach to work

effective communication skills in a team environment.

Context of and specific resources for assessment

Assessment must ensure:

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

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

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.

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

BSBDIV301A Work effectively with diversity.

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Range Statement

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

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	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 timelines.
Protocols may include:	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:	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: shot descriptions shot numbers

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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:

memos

notes

email

hazard reports

records of meetings

running sheets

schedules

timesheets.

Training may include:

on-the-job, e.g.:

features of and procedures for using specified equipment and facilities

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

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staffing structure and chain of reporting

regulations that apply to specific enterprises

off-the-job, e.g.:

short courses

skill sets

national vocational education and training (VET) qualifications

state-accredited qualifications.

Relevant personnel may include:

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

technical staff, e.g. maintenance

video operators

volunteers' coordinators

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writers.

Industry knowledge may include:

- 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:

- 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

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	unions and union publications (newsletters, magazines, bulletins and letters) and other sources of industrial relations information.
Values of the organisation may include:	explicit values described in organisational documents implicit, undocumented organisational cultural values.
Legislative and regulatory requirements may include:	current, relevant legislation, regulations, codes of practice (federal and state) and policy relating to: 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.
Codes of practice and guidelines may include:	ABC codes of practice Australian content standards broadcasting services in relation to: commercial radio compliance program commercial radio advertising commercial radio current affairs disclosure

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	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.
Forums may include:	enterprise-specific surveys and questionnaires online discussion forums performance appraisal processes planning days production briefing and debriefing sessions staff meetings.

Unit Sector(s)

Not applicable.

Competency field

Industry capability - industry context

Industry capability - industry context

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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.

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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

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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

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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

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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 breast 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

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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.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Networks may include	• chambers of commerce • community organisations • industry professional associations • lobby groups • unions.
Strategies 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.
Information may include:	• achievements • availability • awards • client list • contact details • past work • portfolio of work • rates • referees • show reels • skills • testimonials • URL of personal website.
Employment networks may include:	• agents • Centrelink • industry professional associations • online employment agencies • unions.
Support services may include:	• accountants • couriers

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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,

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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.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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CUFIND402A Develop screen and media specialist expertise

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	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. 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 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. 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. This level of specialist work is usually undertaken with limited guidance and specialists could also be responsible for mentoring others on the job.

Licensing/Regulatory Information

Not applicable.

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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**
Apply screen and media skills in a specialist context	1. Plan strategies to develop and enhance ***technical skills*** in a specialist screen or media context 2. Use ***critical thinking techniques*** 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 ***sources of information*** to stimulate technical skills and professional development opportunities
Research and apply screen and media trends and emergent	6. Identify ***trends and emergent technologies*** in the screen and media industries using appropriate sources of information

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ELEMENT	PERFORMANCE CRITERIA
technologies	7. Examine and clarify implications and consequences of trends and emergent technologies 8. Critique and review trends and emergent technologies with ***relevant personnel*** 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	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

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REQUIRED SKILLS AND KNOWLEDGE
• 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	
The Evidence Guide provides advice on assessment 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 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	Assessment must ensure: • 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

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EVIDENCE GUIDE	
	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	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 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 trends and emergent technologies • 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: • 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.

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RANGE STATEMENT	
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 • recognising contradictions • transferring insights to new contexts • using critical vocabulary.
Sources of information may include:	• copyright and legal representatives • discussions with innovative industry practitioners • electronic and print media (e.g. news, reviews

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RANGE STATEMENT	

	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:
	  • 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.

Trends and emergent technologies may include:	• advances in equipment and technology, including:
	  • lighting, camera and sound equipment
	  • 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:

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RANGE STATEMENT	
	• business structures and operational strategies • new markets (market contraction or expansion) • new terminology • social, political and environmental developments.
Relevant personnel may include:	• 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

Co-requisite units

Co-requisite units		

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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

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	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.

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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

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ELEMENT	PERFORMANCE CRITERIA
system	18. Install and configure ***control desk and peripherals*** 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. ***Test all aspects of lighting***, 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

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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

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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.

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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.	
Lighting documentation 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

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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.
Production personnel 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.
Productions 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

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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

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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)

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RANGE STATEMENT	
	• moving light desks • push-button memory desks ('theatre' desks).
Aspects of lighting to be ***tested*** 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		

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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.

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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 ***lighting plan***, identify these on display unit and make appropriate modifications 4. Identify recorded cues on display unit after playing

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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

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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

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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

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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.	
Lighting plan may include:	• colour sheet • computer generated • cue synopsis/sheet • equipment list • focus details • magic sheet • manually written

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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. Fourpack, 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

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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

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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

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Co-requisite units

Co-requisite units		

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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.

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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 ***follow spots*** and ***accessories*** according to relevant ***documentation*** 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

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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

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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.:

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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

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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.

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RANGE STATEMENT	
Follow spots may include:	• discharge units • DMX controlled • incandescent • xenon arc.
Accessories may include:	• % power selection switches • ballasts • colour magazines • gobos • irises • mechanical blackouts • mechanical dimmers • shutters • stands.
Documentation may include:	• colour lists • cue sheets • emergency and safety procedures • equipment lists • focus notes • lighting plan • manuals • patch sheets • running sheets • scripts.
Relevant personnel may include:	• director • lighting designer • other spot operators • producer • specialist staff • stage manager • supervisor • technical director.
Faults or problems 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

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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		

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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.

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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 ***performance***/***production*** requirements 2. Integrate the operation of floor electrics into the run-through and advise ***relevant personnel*** 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

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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

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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

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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,

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EVIDENCE GUIDE	
	for example: • CUFLGT302A Record and operate standard lighting cues • 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.	
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

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RANGE STATEMENT	
	• gel • globes • lamp stock • PVC tape.
Floor electrics elements 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.
Documentation 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

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Co-requisite units

Co-requisite units		

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CUFPOS201A Perform basic vision and sound editing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to perform basic editing functions in relation to film, television 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	Editing assistants apply the skills and knowledge described in this unit. Under the direction of an editor or senior editor, they are responsible for digitising, cutting and logging pre-recorded image and audio content. Editors then take this material and complete the editing process. Within clearly defined parameters, editing assistants are also responsible for editing content using the basic functions of editing software. More complex skills associated with digital editing are covered in: • CUFPOS401A Edit screen content for fast turnaround.

Licensing/Regulatory Information

Not applicable.

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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 source materials for edit	1. Clarify ***technical and creative requirements*** for ***production*** and online ***editing*** in consultation with relevant ***production personnel*** 2. Obtain and label ***source materials*** and keep in a safe, clean location with appropriate ***documentation*** 3. Organise transfer of source materials to appropriate ***medium*** where necessary 4. Check that sufficient ***storage and memory*** is available to meet content resolution requirements 5. Assess source materials for technical and creative quality and arrange for remedial action where problems are identified 6. Digitise content according to specified ***formats*** and burn time code where applicable, ensuring format is

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ELEMENT	PERFORMANCE CRITERIA
	compatible with available ***software*** and ***hardware*** 7. Align, synchronise and organise uncut images and sound in preparation for evaluation and editing 8. In consultation with relevant production personnel, finalise list of shots required for the edit and the method for logging them
Log content for editing	9. Check ***editing facilities*** are operational and arrange for faults or problems to be resolved according to enterprise procedures 10. Obtain required editing ***consumable materials*** and ensure sufficient supplies are available to meet editing schedules 11. Load source materials onto appropriate editing facility, ensuring correct image and sound are ready for use and that images and sound are synchronised or aligned accurately 12. Identify required ***shots*** and sequences from source materials and catalogue them in the agreed way 13. ***Log*** selected edits with reference to ***time codes*** and shot descriptions according to enterprise procedures 14. Use a batch digitise list to digitise selected sequences according to relevant documentation and consistent with technical and creative requirements 15. Create ***edit decision lists*** (EDLs) according to instructions from relevant production personnel 16. Organise and save selected materials according to overall editing requirements 17. Finalise logging sheets and submit EDLs to relevant production personnel by the agreed deadline
Perform basic edits	18. Use ***software functions*** to assemble sequences according to EDLs and within time constraints 19. Review edited sequences to evaluate quality and content and to identify problems 20. Manipulate the editing software to solve identified problems and seek expert advice if required 21. Submit sequences to relevant production personnel for feedback according to enterprise procedures 22. Amend sequences as required and save in appropriate format 23. Ensure source materials, selected materials and back-up copies are stored securely and labelled correctly 24. Complete required documentation, noting variations and

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ELEMENT	PERFORMANCE CRITERIA
	issues from original instructions 25. Leave workstation in original or improved condition, ensuring there has been no adverse impact on site

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:
  • arrange film, television and interactive media content logically and accurately
  • liaise with relevant production personnel, e.g. editors, directors
  • understand and follow instructions as required
• technical skills sufficient to:
  • edit simple image and audio sequences and segments, including dialogue
  • digitise pre-recorded content, e.g. film, analogue video
  • follow relevant file management protocols for specified operating systems
• self-management skills sufficient to:
  • prioritise work tasks
  • meet deadlines
  • seek expert assistance when problems arise
• literacy and numeracy skills sufficient to:
  • identify and label accurately source materials and copies
  • implement and record time codes and timings
  • document image and sound components, e.g. completion of logging sheets

Required knowledge

• familiarity with basic picture and sound editing conventions and techniques
• industry knowledge, including:
  • roles and responsibilities of post-production personnel
  • basic understanding of the features and capabilities of facilities and equipment for sound editing and broadcast
  • working knowledge of a range of editing software and equipment
• OHS requirements as they apply to use of computers and keyboards

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Evidence 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: • systematic preparation of content segments for editing from source video or film • correct identification and logging of single images, audio grabs and basic sequences • ability to transfer and digitise video and film materials • collaborative approach to work • attention to detail • ability to work to deadlines.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of pre-recorded films and videos • availability of a range of editing facilities - non-broadcast and broadcast • exposure to a range of computer software for editing and documentation of image and audio • 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 a range of material prepared, logged and edited by the candidate in response to instructions received from a supervising editor • written or verbal questioning to test knowledge as listed in the required skills and knowledge section of this unit.

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EVIDENCE GUIDE	
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 • CUFSOU204A Perform basic sound editing • 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.	

Technical and creative requirements may include:	• ADR (additional dialogue recording)
	• audio levels
	• break in control track
	• colour bars
	• drop-outs
	• film leaders
	• graphics
	• production style
	• quality of image/sound
	• rushes
	• script materials
	• sequences, e.g.:
	  • vision cuts
	  • sound editing, e.g. dialogue
	  • voice-over
	  • music
	• sync marks
	• tape black
	• time codes.

Productions may include:	• animated productions • commercials

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RANGE STATEMENT	
	• documentaries • feature films • filmed events or performances • music video • pre-recorded television productions • short films • television productions, e.g. music, drama, comedy, variety, sport.
Editing may include:	• computerised data • digital non-linear • film • linear • off-line • online • video.
Production personnel may include:	• assistant editor • CGI (computer generated imagery) personnel • designers • director • director of photography • editing suite personnel • editor • floor manager • laboratory personnel • music composer • picture editing personnel • producer • production designer • production manager • sound editing personnel • sound effects personnel • technical director • other technical/specialist staff.
Source materials may include:	• CDs • DVDs • film • graphics • internet • mini disks (MDs) • stills

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RANGE STATEMENT	
	• tape (analogue; camera, digital) • work prints • work tapes.

Documentation may include:	• assembly order
	• budgets
	• call/running sheets
	• camera reports
	• computer generated
	• continuity reports
	• contracts
	• EDLs (edit decision lists)
	• fault reports
	• hire agreements
	• list of sequences with relevant shot numbers
	• logging sheets
	• manually written
	• manufacture schedules
	• manufacturer specifications/instructions
	• marked-up scripts
	• marked-up transcripts
	• memos of instruction
	• operational/project plan
	• production schedules
	• scripts
	• sound reports
	• sound sheets, e.g.:
	  • time-code log sheets for location sound recordings
	  • wild-line and sound effects log sheets.

Medium may include:	• computer disk, e.g. CD/DVD
	• film of any gauge, e.g.:
	  • 16 mm
	  • 35 mm
	  • super 35 mm
	  • 70 mm
	• mini disk
	• sound
	• video of any format, e.g.:
	  • miniDV

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RANGE STATEMENT	
	• DVCam • Betacam • SP and digital Betacam • VHS/SVHS • vision.
Storage and memory may include:	• disk space (hard, optical, floppy) • film duplicates • flash memory, e.g. USB drives • solid state, e.g. RAM.
Formats may include:	• audio/sound, e.g.: • DAT • AIFF • WAV • MIDI • MP3 • magnetic tape • computerised data • film of any gauge • graphics • stills • video of any format, e.g.: • DVC • VHS • Beta • HDTV • AVI • MPEG.
Software may include:	• Adobe Premiere Pro • Avid Liquid Pro • Final Cut Pro • Ulead MediaStudio Pro.
Hardware may include:	• computers, e.g. PC, Macintosh, Avid • DVD/CD player • edit controllers, e.g. Lightworks • external hard drives • iPod • source and record machines, e.g. Beta, VHS, DAT • Steenbeck

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RANGE STATEMENT	
	• video machines/recorders.
Editing facilities may include:	• digital non-linear, e.g. Mac G5, Avid • editing bins • linear, e.g. Steenbeck, Beta, VHS • off-line • online • pic sync • rewinders • synchronisers • viewers.
Consumable materials may include:	• audio tape • computer disks • DVDs • film cans • labels • marking pens • video/DVD cases • viewer globes.
Shots may include:	• bird's eye • close-ups • cutaways • high-angle, low-angle • long shot, mid shot • medium close-ups • noddy • pans • reverses • tilts • two shot • wide shots • wide-angle.
Log may include:	• can ID • counter reading • drop-outs/faults • in point • out point • shot descriptions • tape ID • time code • timings.

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RANGE STATEMENT	
Time codes may include:	• burned-in code • clapperboard/slate • frame rates • genlock • keyed-in code • LTC (longitudinal time code) • SMPTE/EBU • synchronisers • time-code rates • VITC (vertical interval time code).

Items to be noted in ***edit decision lists*** may include:	• composition
	• coverage
	• dialogue
	• effects transitions, e.g.:
	  • wipes
	  • dissolves
	  • fades
	  • use of graphics
	• frame ratio and rate
	• framing
	• glitches, faults, drop-outs
	• music
	• pacing
	• script changes
	• soundtrack
	• special effects
	• tempo - duration of shots and segments
	• timing.

Software functions may include:	• adjusting audio levels
	• inserting:
	  • transitions
	  • sound effects
	  • music
	  • voice-overs
	  • basic titles and captions
	  • still images
	  • overlays
	• manipulating still images, e.g.:
	  • panning

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RANGE STATEMENT	

	• zooming
	• manipulating video and audio clips, e.g.:
	  • cutting
	  • pasting
	  • copying
	  • moving
	  • splitting.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - post-production

Co-requisite units

Co-requisite units		

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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.

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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 ***relevant personnel*** 2. Set up file naming system for ***projects*** 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 ***information*** required for tracking ***formal documents*** and ***media assets*** 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

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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

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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

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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

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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-commence
	• 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.

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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		

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CUFPPM602A Plan and manage film and media post-production

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan and manage post-production processes and facilities. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Post-production supervisors in film and media industry sectors apply the skills and knowledge described in this unit. Major duties include the supervision of editing personnel and the acquisition of post-production resources. In larger productions, supervisors may be involved in planning and scheduling at the pre-production phase, especially where complex computer generated images (CGIs) are required. As a rule, post-production supervisors are employed on a freelance basis, reporting to producers and production managers. The position is pivotal in ensuring the post-production process is achieved within budget and on time. Post-production supervisors may employ an assistant and

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	may manage a number of projects simultaneously.

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 post-production briefs	1. Participate in meetings with relevant ***production personnel*** to determine required ***post-production resources*** assessed against proposed ***production medium***
	2. Provide ongoing strategic advice to production team to

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ELEMENT	PERFORMANCE CRITERIA
	improve efficiency of post-production activities 3. Identify and analyse specific technical or creative requirements for post-production 4. Identify available budgets and timelines required 5. Provide specific advice on costs and operational implications for ***editing***, taking into account required techniques for ***production***
Develop an operational plan	6. Draw up specific schedules to ensure post-production activity meets expected deadlines 7. Investigate availability and cost of post-production resources and staff in order to complete post-production plans 8. Ensure OHS requirements are established in line with organisational procedures 9. Develop ***documentation*** for anticipated stages in post-production process and confirm with relevant production personnel 10. Ensure documentation is accessible to all involved with post-production activities as required 11. Finalise operational plan in consultation with relevant production personnel and obtain sign-off according to organisational procedures
Implement post-production processes	12. Book and check post-production resources and finalise all contractual arrangements with personnel and suppliers in line with enterprise procedures 13. Identify and resolve problems, ensuring proposed solutions are discussed with affected staff prior to implementing changes 14. Negotiate provision of any previously unplanned or additional ***post-production services*** in conjunction with relevant production personnel 15. Monitor and manage post-production activities on a proactive basis and according to agreed operational plan 16. Prepare progress reports where applicable and organise appropriate review sessions for relevant production personnel
Wrap post-production activities	17. Attend ongoing post-production evaluation sessions to ensure final product meets creative, technical and budgetary requirements of the production 18. Obtain ***lock-off*** approval for project from relevant production personnel 19. Complete required documentation and arrange for return

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ELEMENT	PERFORMANCE CRITERIA
	of hired post-production resources as applicable 20. Evaluate all aspects of completed projects 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 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
• well-developed planning and organisational skills sufficient to coordinate all aspects of post-production
• well-developed project management skills covering both physical and human resources
• ability to address and resolve problems and challenges in a timely and collaborative manner
• self-management skills sufficient to:
  • work under pressure
  • provide appropriate and timely post-production documentation
  • meet post-production deadlines
  • evaluate own performance
• initiative and flexibility when responding to unexpected changes in the post-production schedule or process
• literacy skills sufficient to interpret written instructions, such as script requirements, and to prepare progress reports
• numeracy skills sufficient to interpret, monitor and adjust budgets and cost estimates

Required knowledge
• meeting procedures and protocols as they relate to post-production operations • artistic and technical elements associated with post-production for film and media productions sufficient to coordinate all aspects of post-production

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REQUIRED SKILLS AND KNOWLEDGE

• well-developed understanding of:
  • administrative procedures associated with running a post-production operation
  • content, format and timing of different types of documentation developed and distributed by a production supervisor
• 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
  • filmic language and other relevant terminology, as required
  • sources of products, supplies and equipment
  • impact of technology on production and post-production operations
  • phases and practices in the production and post-production process, including problems and challenges that arise
• OHS and public safety legislation and regulations as they apply to post-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	Evidence of the following is essential: • high-level management and communication skills as a team leader • ability to coordinate at a practical level creative and technical requirements of post-production, across a range of formats • ability to produce creative solutions within constraints of budgets and resources.
Context of and specific resources for assessment	Assessment must ensure: • access to post-production activities across a range of formats, e.g. film, video and interactive media • access to a selection of post-production resources and

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EVIDENCE GUIDE	
	equipment as listed in the range statement • opportunities to work with and manage a team of editors and other specialist staff • 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 • review of post-production documentation prepared by the candidate • discussion with the candidate about the management of the post-production process, challenges faced and how these were overcome • 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: • BSBFIM501A Manage budgets and financial plans • BSBMGT502B Manage people performance • BSBPMG510A Manage projects • CUFPPM601A Plan and manage film and media pre-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

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RANGE STATEMENT	
regional contexts) may also be included.	
Production personnel may include:	• assistant editor • CGI personnel • director • director of photography • editor • executive producer • graphic designer • laboratory personnel • mixer • music composer • picture editing personnel • producer • production accountant • production manager • sound designer • sound editing personnel • sound effects personnel • sound recordist • technical director • telecine operator • other technical/specialist staff.

Post-production resources may include:	• commercial facilities
	• consumable materials, including:
	  • computer disks
	  • videotapes
	  • splicing tapes
	  • viewer globes
	  • film leaders
	  • labels
	• digital audiotape player (DAT)
	• digital disk recorder (DDR)
	• digital effects system (DVE)
	• edit controllers
	• editing programs, e.g. Final Cut Pro and Avid
	• editing suites
	• equipment
	• film editing flatbed
	• in-house facilities

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RANGE STATEMENT	
	• laboratory services • mixers, e.g. sound and vision • multi-track audio recorders • rewinders • splicers • suppliers • synchronisers • title generators • vehicles • video transfer recorder (VTR) • viewers • vision switchers.
Production medium may include:	• CD and DVD • CGI • computerised data • digitised media - vision and sound • film of any gauge • graphics • magnetic sound tape • MP3 • still imagery • videotape of any format • web.

Editing may include:	• animations
	• CGIs
	• credits
	• digital non-linear
	• film
	• linear
	• offline
	• online
	• opticals
	• sound requirements:
	  • additional dialogue recording (ADR)
	  • music
	  • sound effects
	  • foley
	  • atmosphere
	• special effects

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RANGE STATEMENT	
	• titles • videotape.
Productions may include:	• animated productions • commercials • documentaries • feature films • filmed events or performances • inserts for live or pre-recorded television productions • interactive media productions • music videos • radio productions • short films • television productions of any type, including music, drama, comedy, variety and sport.
Documentation may include:	• budgets • camera reports • computer generated • contact sheets • continuity reports • contracts • flex-files • hire agreements • manually written • manufacture schedules • manufacturer specifications and instructions • memos of instruction • OHS procedures • operational and project plans • production schedules • scripts • sound reports • supplier catalogues.

Post-production services may include:	• compression of production for variable digital formats, e.g. streaming, DVD, CD and websites
	• laboratory services, e.g.:
	  • development of exposed camera film
	  • production of contact work print
	  • production of daily rushes

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RANGE STATEMENT	
	• negative matching • transfer of video to film (kine) • transfer of film to tape • production of opticals and titles • production of answer and release prints • production of premix and final mix prints.
Lock-off may apply to:	• sound • vision.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - production planning and management

Co-requisite units

Co-requisite units		

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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	

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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 ***information requirements*** with ***relevant personnel*** 2. Access ***information sources*** relevant to ***production*** requirements 3. Check credibility and reliability of information sources 4. Refer material that could result in a breach of ***laws and regulations*** 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

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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

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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

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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.	
Information requirements may include background information on:	• current events • interviewees • music • any topic to be covered in a broadcast or publication.
Relevant personnel may include:	• broadcasters • clients • community representatives • directors • editorial staff • legal advisers • performers • producers • production managers • program managers • reporters • sales representatives

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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.

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Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge management - research

Co-requisite units

Co-requisite units		

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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.

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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 ***relevant personnel***, including deadlines for completion 2. Identify ***research and data gathering techniques*** 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 ***format for presenting research findings*** 5. Identify issues of a culturally sensitive or ***legal nature*** that affect research briefs 6. Alert relevant personnel to potential difficulties in meeting briefs and agree on alternative strategies or

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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 ***sources of information*** and potential contributors relevant to research briefs 9. Design ***research tools*** 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 ***system*** 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

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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.

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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 • CUFPPM401A Produce programs and program segments.

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 • designers • directors • industry organisations • managers • producers • specialist subcontractors • supervisors.
Research and data gathering techniques 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.
Formats for presenting research findings may include:	• audio and visual presentations • interactive media presentations • verbal briefings or presentations • written reports.
Issues of a ***legal nature*** may include:	• contempt of court • copyright • defamation • intellectual property • obscenity • privacy legislation • racial vilification.
Sources of information 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

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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		

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CUFSOU204A Perform basic sound editing

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to for basic digital sound editing. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Assistant sound editors and production personnel in the community broadcasting sector apply the skills and knowledge described in this unit. They are responsible for preparing, organising and digitally editing relatively simple sound sequences or programs for radio, television, film and interactive media. They are expected to contribute to creative outcomes, including selection and acquisition of sound materials. In a production house environment, they typically work under the supervision of a picture editor or senior sound editor, and are often involved in editing both sound and vision. Combined editing skills at a basic level are covered in: • CUFPOS201A Perform basic vision and sound editing. More complex skills associated with editing sound, including dialogue, are covered in:

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	• CUSSOU403A Perform advanced 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 editing sound	1. In consultation with relevant ***production personnel***, clarify editing requirements, including creative and technical expectations of ***productions***
	2. Obtain and label ***source materials*** and ***additional materials*** as required and keep them in a safe, clean location with appropriate ***documentation***

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ELEMENT	PERFORMANCE CRITERIA
	3. Organise transfer of source materials to appropriate equipment where necessary, ensuring sufficient ***digital storage*** capacity is available 4. Check ***editing equipment*** is operational and suited to the designated editing processes and according to enterprise procedures 5. Organise ***additional equipment*** and ***consumables*** needed to minimise interruptions during the editing process 6. If required, obtain sign-off to proceed with edits
Assemble sequences for editing	7. Digitise ***audio content*** and additional sound materials in the specified ***format***, ensuring format is compatible with available ***software*** and editing equipment 8. Monitor digital output and arrange for problems to be fixed where necessary 9. Identify ***sound edit*** positions using appropriate documentation and optimise quality where applicable 10. Log and assess ***sound sequences*** according to ***production requirements*** and arrange digital back-up copies as insurance against editing errors 11. Consider how materials may be edited efficiently to meet ***technical and creative criteria***
Edit sound sequences	12. Edit audio sequences according to production requirements and accurately document ***details*** of each edited sound sequence 13. Generate an appropriate track list to facilitate subsequent stages of sound mixing processes 14. Accurately chart positions and durations of sound sequences, noting requirements for transitions where applicable 15. Apply effects and digital enhancements to maximise creative outcomes of sound sequences according to production requirements 16. ***Manipulate editing software and equipment*** to produce required sequences and to resolve identified problems 17. Seek feedback on work in progress from relevant production personnel and refine edits as required 18. Submit final edits by the agreed deadline in accordance with enterprise procedures
Finalise sound edits	19. Archive edited audio files and complete associated documentation according to enterprise procedures 20. Advise relevant production personnel of editing

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ELEMENT	PERFORMANCE CRITERIA
	equipment requiring maintenance and leave workstation in original or improved condition 21. Participate in post-production debriefing sessions as required 22. Evaluate own performance against technical and creative criteria and discuss with colleagues where appropriate

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:
  - arrange sound media logically and accurately
  - liaise with relevant production personnel
  - understand and follow instructions
- technical skills sufficient to:
  - edit a range of audio sequences and segments
  - digitise pre-recorded content, e.g. digital and analogue audio, sound effects
  - change audio from one format to another
  - follow relevant file management protocols for specified operating systems
  - identify faults that occur in audio production environments
- initiative and enterprise in the context of editing sound to meet creative production requirements
- aural discrimination skills in the context of listening critically to, and enhancing the quality of, sound elements and sequences
- self-management skills sufficient to:
  - prioritise work tasks and meet deadlines
  - seek expert assistance when problems arise
- literacy and numeracy skills sufficient to:
  - identify and label accurately source materials and copies
  - read and interpret sound documentation and plans
  - implement and record codes and timings
  - document sound components, e.g. maintenance of logging sheets

Required knowledge

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REQUIRED SKILLS AND KNOWLEDGE

• familiarity with basic sound editing conventions, practices and techniques
• editing and audio terminology
• understanding of the roles and skills associated with other post-production personnel
• sound editing software and equipment for both broadcast and non-broadcast
• varied characteristics of sound in a range of environments
• OHS standards in relation to:
  • using a computer and keyboard for periods of time
  • observing 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 evidence required to demonstrate competency in this unit	Evidence of the following is essential: • a range of digitally edited sound sequences that meet production requirements • collaborative approach to work • attention to detail • ability to work to deadlines.
Context of and specific resources for assessment	Assessment must ensure: • access to a range of pre-recorded sound footage • access to industry-current sound editing 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

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EVIDENCE GUIDE	
	portfolios of evidence and third-party workplace reports of on-the-job performance • evaluation of a range of sound sequences edited by the candidate in response to instructions received from a supervising editor • observation of the candidate preparing and editing sound sequences • 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: • CUFPOS201A Perform basic vision and sound editing • CUFSOU301A Prepare audio assets • CUFSOU302A Compile audio material for broadcast.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• assistant editor • broadcasters • CGI (computer generated imagery) personnel • director • musicians • producer • production manager • sound designer • sound editor • sound effects personnel • sound engineer

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RANGE STATEMENT	
	• sound recording studio personnel • station manager • supervisor • technical director • volunteers coordinator • other technical/specialist personnel.

Productions may include:	• animated productions
	• CD/DVD
	• commercials
	• documentaries
	• feature films
	• features - television and film
	• filmed events or performances
	• interactive media products
	• music
	• music videos
	• news and current affairs
	• podcasts
	• promotional trailers
	• radio broadcasts
	• short films
	• television programs, e.g.:
	  • music
	  • drama
	  • comedy
	  • variety
	  • sport
	• websites.

Source materials may include:	• archival recordings • atmosphere • CD/DVD recordings • foley effects • live captured effects • music • SFX (sound effects) • synthesised sound • voice recordings/dialogue.
Additional materials may include:	• archival sound footage • file images

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RANGE STATEMENT	
	• stock sound footage.
Documentation may include:	• assembly order • computer generated • duration print-outs • EDLs (edit decision lists) • fault reports • hire agreements • list of sequences with relevant shot numbers • log sheets for location • manually written • marked-up scripts • marked-up transcripts • memos of instruction • operational/project plan • production schedules • scripts • sound recordings • sound/audio reports • wild-line and sound effects log sheets.
Digital storage may include:	• cassettes • CD • DAT • DMSS (digital mass storage systems) • DVD • hard disks • internal sound cards • magneto-optical • optical • tape.
Editing equipment may include:	• amplifiers • audio converters • audio desk/mixers • CD player/burner • CDs • DAT (digital audio tape) • digital and analogue recording devices • digital non-linear (online) editing systems • DVDs • effects rack • hard disk recorder

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RANGE STATEMENT	
	• headphones • linear (off-line) editing systems • mini disks • mixing console/desk analogue, digital, digitally controlled analogue (hybrid) • sequence sampler • speakers • tape machines.
Additional equipment may include:	• cassette player/recorder • CD player/recorder • DVD player/recorder • headphones • iPod • microphones • sound cables • speakers.

Consumables may include:	• computer disks
	• labels
	• marker pens
	• mini disks
	• sound tapes, e.g.:
	  • DAT
	  • cartridge
	  • compact audio cassette
	  • reel-to-reel
	  • 16 mm magnetic.

Audio content may include:	• atmosphere recordings • dialogue • foley effects • interviews • live recordings • music • sound effects • synthesised audio.

Formats may include:	• audio/sound, e.g.:
	  • DAT
	  • AIF (AIFF)
	  • WAV
	  • WAV (BWF - broadcast WAV format)

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RANGE STATEMENT	
	• WMA • MIDI • OGG • AAC (advanced audio coding) • Apple lossless • magnetic tape • Real Audio • QuickTime • MP3 • computerised data.
Software may include:	• after effects package • computer programs, e.g.: • Pro Tools • Sound Forge • Adobe Audition • Final Cut Pro • Adobe After Effects • EDL software • freeware • shareware.
Sound edit may include:	• computerised data • digital non-linear • edit of rough and fine cuts • edit of source and recorded materials • film and video audio assets • initial edit of sound rushes • integration of the picture (image) editing process to ensure sound and picture are in sync • linear • off-line • on-line.
Sound sequences may include:	• atmosphere tracks • dialogue • foley effects • music • sound effects tracks that have been: • pre-recorded (using sound effects libraries) • recorded live (foley sound effects, production sound effects)

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RANGE STATEMENT	
	• electronically generated (synthesised/computer generated sound effects) • voice-overs.
Production requirements may include:	• ADR (additional dialogue recordings) • aesthetic • atmosphere tracks • durations • effects • music • technical • vision and sound edit • voice-overs.
Technical and creative criteria may include:	• ADR (additional dialogue recordings) • audio levels • balance between track levels • balance of background music • compression factors, e.g. codecs • consistency of voice levels • continuity of background ambience in location recordings • distortion • durations • editorial requirements • enhancement of visual images • foley • natural pausation • sound balance, e.g. music • synchronisation of sound and vision.
Details may include:	• copyright details • durations • in and out points • quality assessment • source details • specific content • take options • technical notes.
Manipulating editing software and equipment may include:	• adjusting and normalising audio levels • inserting, e.g.: • transitions

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RANGE STATEMENT	
	• sound effects • music • voice-overs • overlays • manipulating audio clips, e.g.: • cutting • pasting • copying • moving • splitting.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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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.

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	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 ***source file formats***

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ELEMENT	PERFORMANCE CRITERIA
	3. Identify the output ***purpose***, ***destination*** and ***platform***
	4. Discuss with ***relevant personnel*** the required ***output file format*** and ***audio codecs*** for specified bandwidths
	5. Discuss with relevant personnel the appropriate ***audio encoding software***
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 ***metadata tags*** 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

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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

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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.	
Source file formats may include:	• WAV • AIFF • AU • MP3 • WMA • AAC (Apple lossless) • OGG.

Purposes may include:	• audio sequences, e.g.:
	  • SFX (sound effects)
	  • music
	  • foley

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RANGE STATEMENT	
	• atmospherics • dialogue • additional dialogue, e.g. rerecorded and narration • audio sequences incorporated into a: • website • podcast • game • learning object • interactive application • animation.
Destinations 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.
Platforms may include:	• CD • digital audio players (e.g. iPod, MP3) • DVD • games console • internet • kiosk • mobile phone • PDA (personal digital assistant).
Relevant personnel may include:	• audio engineer • clients • producer • programmers and technical support people • supervisor • other specialist creative and administrative personnel as appropriate.
Output file formats include:	• AAC (advanced audio coding) • AMR-NB • Apple lossless • MP3 • RAM

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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		

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CUFSOU302A Compile audio material for broadcast

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to record and edit short audio segments within tight deadlines. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Reporters at radio stations typically apply the skills and knowledge outlined in this unit. This work is usually assignment-based and clear instructions on production requirements are provided by supervising staff. On location, the reporter is typically responsible for setting up equipment and recording the audio material. During the editing process, the reporter has access to supervising staff to help resolve problems. More complex skills associated with conducting in-depth interviews are covered in: • CUFAIR401A Conduct interviews. Skills associated with a full range of basic sound editing skills are covered in: • CUFSOU204A Perform basic sound editing.

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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 to record audio material	1. Confirm ***production requirements*** and deadlines with ***relevant personnel*** 2. Become sufficiently familiar with topics to ask appropriate questions of interviewees 3. Prepare appropriate questions that elicit information relevant to production requirements and that ensure ***interview purpose*** is met 4. Rehearse questions as required 5. Check that portable ***audio recording equipment and accessories*** are fully functional and report equipment

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ELEMENT	PERFORMANCE CRITERIA
	faults to relevant personnel 6. Ensure charged batteries are in sufficient supply to meet recording needs
Record audio material on location	7. Position microphone to achieve optimum audio quality, taking into account weather conditions and background noise at location 8. Conduct sound and level check to ensure that audio recording equipment is fully functional 9. Record an ***identification*** according to station procedures 10. Record ***audio material*** according to production requirements 11. Record ***ambient sound*** as bridging material for the editing process 12. Dismantle audio recording equipment and check that all equipment is accounted for before leaving ***location***
Edit audio material using digital editing systems	13. Listen to recorded audio and identify edit positions to produce required audio segment 14. Transfer audio material into computer hard disk storage ***system or software*** 15. Use ***software functions*** to edit audio material in accordance with production requirements and within time constraints 16. Listen to edited material to evaluate quality and content and to identify problems 17. Manipulate the editing software to solve identified problems and seek expert advice if required 18. Save final edit in ***appropriate format***
Submit edited material for broadcast	19. Leave the worksite in the original or improved condition for use by colleagues 20. Complete ***documentation*** and submit edited material for approval to relevant personnel by the agreed deadline 21. Make final adjustments in response to feedback from relevant personnel 22. Archive edited material in accordance with station procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills sufficient to:
  - interpret and clarify written or verbal instructions
  - ask basic questions clearly and confidently of interviewees
- ability to work as a member of a production team, both independently on assignment and under direction
- initiative and enterprise in the context of setting up recording equipment to optimise quality of recorded material
- technical skills sufficient to:
  - make simple adjustments to, and operate, basic audio recording equipment in a range of locations
  - use basic functions of digital editing software to produce audio material for broadcast
- literacy and numeracy skills sufficient to:
  - interpret written background information
  - complete workplace documentation
  - accurately label source materials and copies
  - time segments to meet production requirements
- self-management skills sufficient to:
  - work under pressure
  - meet deadlines
  - seek expert assistance when problems arise
- problem solving skills sufficient to anticipate and deal with minor equipment set-up problems

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of personnel involved in the production process
  - issues and challenges that arise in the context of compiling audio material for broadcast
- techniques for:
  - recording audio in variable weather conditions
  - minimising the effect of background location noise while recording audio
- characteristics of commonly used microphones and portable audio recording equipment
- OHS requirements as they relate to recording audio material on location and working for periods of time on computers

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Evidence 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 work within production deadlines • ability to work effectively as a team member and independently on clearly defined assignments • ability to operate basic audio recording equipment in locations such as those listed in the range statement • ability to edit audio material using the basic functions of digital editing software.
Context of and specific resources for assessment	Assessment must ensure: • access to a functional set of equipment based on items listed in the range statement. Equipment must be sufficient to enable the compilation of a portfolio of edited audio material recorded in different locations, including exterior and interior, and variable weather conditions • that the candidate demonstrates competency in recording and editing audio material in a production environment over a period of time • 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 a range of audio material recorded and edited by the candidate in response to instructions • observation of the candidate recording material in the

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EVIDENCE GUIDE	
	field • 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: • CUFPPM301A Plan and prepare programs • CUFRES201A Collect and organise content for broadcast production • CUFSOU204A Perform basic 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.	
Production requirements may include:	• events • landline links • live and pre-recorded radio broadcasts • live and pre-recorded television broadcasts • live feeds • outside broadcasts • satellite-linked interviews • studio productions • syndications • test viewings.
Relevant personnel may include:	• broadcasters (remote broadcast engineers) • clients • directors/producers/supervisors • post-production editors/mixers • programmers/program managers • sound effects persons • sound engineers

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RANGE STATEMENT	
	• sound technicians (designers, editors, mixers, recordists, re-recording mixers) • technical support staff.
Interview purpose may include:	• delving into a personality • eliciting anecdotal information • gaining information/facts • justifying, interpreting or obtaining an opinion/ comment • recounting a personal experience.

Audio recording equipment and accessories may include:	• analogue recorders
	• batteries and battery charger
	• clamp-on adaptors
	• cables and leads
	• digital recorders, e.g.:
	  • hard disk
	  • mini disk
	  • DAT
	• headphones
	• microphones, e.g.:
	  • uni-directional
	  • omni-directional
	  • cardiod
	  • shotgun
	  • lapel
	• microphone stand
	• pop shields.

Identification may include:	• date • interviewee • interviewer • location • program • topic.
Audio material may include:	• basic interviews • material from live events/incidents • material from press conferences • vox pops.
Ambient sound may include:	• location sound effects • room sound • sounds of nature

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RANGE STATEMENT	
	• street noise.

Location may include:	• exterior, e.g.:
	  • street
	  • festival/event
	• interior, e.g.:
	  • press conference
	  • event
	  • private home
	  • commercial premises.

System or software may include:	• professional-standard applications • systems or software applications developed in-house.
Software functions may include:	• copy • cut • fade • move • normalise levels • paste.
Appropriate format may include:	• AAC • AIFF • Apple Lossless • FLAC • MP3 • TTA • WAV • WMA.
Documentation may include:	• cue sheets (intro and outro cues, duration) • fault reports • labels • running sheets.

Unit Sector(s)

Unit sector	

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Competency field

Competency field	Media and entertainment production - audio/sound

Co-requisite units

Co-requisite units		

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CUFWRT301A Write content for a range of media

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to write content for a range of 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 person applying the skills and knowledge outlined in this unit could be expected to write both original and re-purposed non-narrative content for a range of media. The content could include such things as information for websites; community, news and promotional announcements for radio stations; organisation newsletters and audio or visual presentations. In larger organisations or in the development of e-learning resources, the person would usually be re-purposing material written by other writers or content experts. This work is usually undertaken with some supervision and guidance. The writing of narrative content is covered in: • CUFWRT302A Write simple stories.

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	More complex skills associated with writing can be found in: • CUFWRT401A Edit texts • CUFWRT403A Write narration and current affairs material.

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 to write content	1. Identify ***production requirements*** for ***content*** with

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel and according to organisational procedures 2. Identify ***purpose*** of content and other ***factors*** that have implications for the way content will be written 3. Identify ***text-based content*** that may be incorporated and referenced, and organise copyright clearances as required 4. Use a range of additional ***sources*** to find information where there are perceived gaps in text-based content 5. Identify needs and perspectives of target users and audience with reference to a range of ***user data*** 6. Generate a range of ideas relevant to purpose of the content to be written 7. In consultation with relevant personnel, evaluate and select most appropriate content ideas and ***writing styles***
Draft content	8. Classify, structure and sequence content so that it is easy to read or navigate 9. Draft content using ***writing and communication principles*** 10. Draft content using ***writing techniques*** appropriate to purpose of the content 11. Provide captions or descriptions for ***media assets*** as required 12. Apply ***presentation techniques*** to enhance readability 13. Refine and redraft content until it meets creative requirements 14. Proofread content and conduct ***readability tests*** if appropriate 15. Submit final draft to relevant personnel for consideration and review
Finalise content	16. Incorporate feedback from relevant personnel into final content 17. Submit content by agreed deadline according to organisational procedures 18. Note areas for improvement in own area of responsibility and take action accordingly

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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
  - write content in a style appropriate to target users and audience
  - communicate information to specific audiences
  - structure text-based content effectively for target audiences and delivery format
  - work collaboratively in a team environment - both independently on assignment and under direction
  - respond positively to constructive feedback
- conceptual skills sufficient to generate a range of text-based content ideas in response to a brief
- technical skills sufficient to:
  - proficiently use word processing tools
  - check and proofread written content using manual and automated systems
- self-management and planning skills sufficient to:
  - prioritise work tasks
  - source information and reference material in a timely fashion
  - meet deadlines
  - seek expert assistance when problems arise

Required knowledge

- industry knowledge, including:
  - roles and responsibilities of project team members
  - issues and challenges that arise when writing content
- understanding the way readers scan and read written material
- writing and communication principles for the relevant medium
- writing and presentation techniques for the relevant medium
- sound knowledge of grammar and punctuation
- media laws sufficient to identify defamation and obscenity and seek expert advice on issues that could lead to legal action
- copyright clearance procedures
- OHS as it relates to working for periods of time on computers

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Evidence 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 the principles of writing and communication to content written for a range of purposes • content written in a way that engages the target audience • sound knowledge of grammar and punctuation • collaborative approach to work • ability to work under pressure and meet deadlines.

Context of and specific resources for assessment	Assessment must ensure:
	• practical demonstration of skills by writing a range of content within timeframes typical in an industry context
	• access to:
	  • word processing software
	  • variety of information sources
	• 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 content written 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.
Guidance information for	Holistic assessment with other units relevant to the

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EVIDENCE GUIDE	
assessment	industry sector, workplace and job role is recommended, for example: • CUFPPM301A Plan and prepare programs • CUFRES201A Collect and organise content for broadcast or publication • CUFWRT302A Write simple stories.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• availability of staff • budget • confidentiality • contractual • copyright • deadlines • duration of items for on-air presentation • editing process • intellectual property • location • number of content items • schedule • specified number of words • station procedures.
Content may include:	• community service announcements • copy for interactive media products • copy for newsletters or other print media • intros, outros and back announcements • items for wikis • news and current affairs items for community broadcasting • on-air presentation material

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RANGE STATEMENT	

	• sponsorship announcements
	• surveys:
	  • online
	  • print
	  • telephone polling.

Relevant personnel may include:	• asset creators • authors • broadcasters • clients • content experts • directors • editors • graphic designers • information architects • other writers • producers • program managers • programmers • volunteers' coordinators • other technical/specialist staff.

Purposes may include:	• audio and visual presentations
	• educational
	• informational
	• marketing
	• networking:
	  • social
	  • corporate
	• promotional.

Factors may include:	• delivery platform for interactive media content, including:
	  • internet
	  • CD
	  • DVD
	  • games console
	  • kiosk
	  • mobile telephone
	  • personal digital assistant (PDA)
	• target audience characteristics
	• type of program or product:

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RANGE STATEMENT	
	• lifestyle • chat and interview • talkback • news • current affairs • music • interactive game • website.
Text-based content may include:	• actual events • articles • documents • dramatic material • education and training texts • interviews • manuals • news sources • press releases • publications.

Sources may include:	• actual events
	• colleagues
	• commercial enterprises
	• federal, state and local government departments
	• fiction
	• imagination
	• industry associations and organisations
	• industry practitioners and technical experts
	• internet
	• life experience
	• media outlets
	• organisational policies and procedures
	• personal observations and experience
	• publications:
	  • reference books
	  • newsletters and magazines
	  • specialist technical journals
	  • bulletins, press releases and letters
	  • manufacturer handbooks, manuals and promotional material.

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RANGE STATEMENT	
User data may include:	• audience research compiled by external bodies, such as the Australian Bureau of Statistics • focus groups • personas • profiles • site feedback • site metrics • surveys.
Writing styles may include:	• conversational • dialogue • dramatic • formal • humorous • journalistic • plain English • whimsical.
Writing principles may include:	• clear and meaningful • concise • consistent style • correct grammar, punctuation and spelling • factually accurate • logical order.
Communication principles may include:	• communicates the message • conveys meaning • encourages feedback and interaction • meets audience requirements • promotes two-way conversation.
Writing techniques may include:	• applying the inverted pyramid • avoiding clichÃ©s, jargon and slang • choosing appropriate words • crafting paragraphs • crafting sentences • creating relevant hyperlinks by using accessible wording to link internal and external content • cutting verbiage • employing active voice • using plain English • using the 5 Ws: who, what, when, where and why

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RANGE STATEMENT	
	• writing visually for an auditory medium.
Media assets may include:	• 2D animations • 3D animations • audio • graphics • photos • video.
Presentation techniques may include:	• abstracts • blurbs • bullet and numbered lists • captions • formatting • headings and subheadings • hyperlinks • typography.
Readability tests include:	• Flesch-Kinnaid index • Gunning Fog index • W3C Accessibility standards as they apply to text-based content for interactive media.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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Co-requisite units		

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CUFWRT401A Edit texts

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to edit written material. People in editorial roles refine and amend text to enhance the clarity of written communication. They may also be involved in making decisions about the placement of visual material in relation to text. When editing text, they take into account the needs of the readership, the author's intention, available resources and the type of publication. A thorough knowledge of grammar, syntax, spelling and punctuation is essential, along with an eye for detail and a systematic approach to 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 covers the role of editors or subeditors working in contexts such as book publishing, magazines and journals, corporate, online media, government and not-for-profit organisations. It also covers the role of freelance editors. Even though people in this role work with a fair degree of autonomy, they report to a manager or, in the case of freelance editors, to a client.

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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 to edit written content	1. In consultation with ***relevant personnel*** clarify the scope of editing tasks, including timelines 2. Determine style or tone appropriate to the ***publication*** or type of ***communication materials*** 3. Identify factors that have implications for the way content will be edited
Enhance clarity of written communication	4. Amend text according to the principles of ***clear language*** and ***logical structure***

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ELEMENT	PERFORMANCE CRITERIA
	5. Ensure that language level is appropriate to target audience 6. Ensure that ***tone*** is consistent with theme and purpose of the communication 7. Review punctuation to ensure clarity of meaning and ease of reading 8. Review written material for correct use of ***grammar and syntax*** 9. Monitor text for non-inclusive or potentially offensive language 10. In consultation with relevant personnel, clarify areas where content is unclear and amend accordingly, giving due consideration to preserving the integrity of the author's voice as amendments are made 11. Amend text for consistency where additional information has been incorporated 12. Mark up text according to enterprise procedures
Finalise editing process	13. Check accuracy of ***references*** and organise ***copyright clearances*** as required 14. In consultation with relevant personnel, finalise the format and placement of ***visual material*** as required 15. Submit final edited material to relevant personnel by agreed deadline 16. Evaluate editing process, assessing one's own performance and noting 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

• ability to work as a member of a team in producing communications materials
• initiative and flexibility sufficient to:
  • edit material for purpose and structure
  • negotiate changes to written material aimed at enhancing the quality of final products
• proficient use of word processing and other software tools

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REQUIRED SKILLS AND KNOWLEDGE

• communication and literacy skills sufficient to:
  • interpret and clarify written or verbal instructions
  • apply correct grammar, spelling and punctuation when editing
  • edit communication materials with an understanding of audience or reader needs and expectations
  • apply proofreading skills
  • apply appropriate publishing and presentation formats
  • apply non-discriminatory language
• self-management and planning skills sufficient to:
  • prioritise work tasks
  • meet deadlines
  • seek expert assistance as required, e.g. on issues that could lead to legal action

Required knowledge

• industry knowledge, including:
  • roles and responsibilities of project team members
  • issues and challenges that arise when editing text
  • principles involved in the integration of visuals and text
  • principles for writing and editing in plain English
  • rules and conventions for written English, as defined by general and specialist dictionaries and grammar books, and enterprise or government style guides
• effective communication techniques, including effective listening, questioning and non-verbal cues
• legislation, codes of practice and standards sufficient to identify:
  • intellectual property issues
  • copyright and copyright clearance requirements
  • privacy issues
  • editing standards
  • discriminatory or potentially offensive language issues
• 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.

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EVIDENCE GUIDE	
Overview of assessment	

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential:
	• examples of edited written material that:
	  • demonstrate correct application of grammatical and punctuation conventions
	  • are free of spelling errors
	  • are coherent and clear to read
	  • are presented in a format appropriate to the stipulated audience and purpose
	• ability to work to deadlines
	• collaborative approach to work
	• attention to detail.

Context of and specific resources for assessment	Assessment must ensure: • access to a computer and the internet • access to a range of information, publication and communications material sources as listed in the range statement • provision of workplace sample documents or workplace-oriented simulation case studies or scenarios • 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: • evaluation of a range of written material edited by the candidate, which involves comparing the original and final edited copy • case studies and problem-solving exercises to determine ability to correctly apply grammatical and punctuation conventions • written or oral questioning to test knowledge of principles for writing and editing in plain English • written or oral questioning to test knowledge as listed in the required skills and knowledge section of this unit • review of portfolios of evidence and third-party

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EVIDENCE GUIDE	
	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: • BSBCRT402A Collaborate in a creative process • CUFWRT301A Write content for a range of media • CUFWRT302A Write simple stories • CUFWRT402A Write extended stories • CUFWRT403A Write narration and current affairs material.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:	• author • client • editor • graphic artist • graphic designer • manager • marketing and publicity personnel • permissions department personnel • producer • subeditor • typesetter.

Publications may include:	• books
	• corporate documents:
	  • reports
	  • newsletters
	  • marketing and promotional materials, including online

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RANGE STATEMENT	

	• print and online publications:
	  • literary
	  • magazines
	  • journals
	  • newspapers.

Communication materials may include:	• content written for a range of interactive media, such as:
	  • websites
	  • e-learning resources
	  • games
	• essays
	• extended non-fiction writing, including biography
	• feature articles or profiles
	• fiction writing:
	  • short stories
	  • novels
	  • novellas
	• information articles and features
	• life writing or autobiography
	• literary non-fiction
	• marketing materials
	• poetry
	• reports and memos
	• scripted material for broadcast:
	  • news items
	  • intros
	  • outros
	  • voice-overs and narration
	• writing for children:
	  • stories
	  • picture books
	  • novels
	  • non-fiction.

Principles of ***clear language*** may include:	• compliance with genre • consistency of tone • language that is free of: • verbosity

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RANGE STATEMENT	
	• ambiguity • unnecessary repetition • jargon • non-discriminatory language • use of plain English • use of words appropriate to the context.
Elements of ***logical structure*** may include:	• connections between phrases, clauses, paragraphs and sections • paragraph structure • sentence structure.
Tone may include:	• dramatic • entertaining • formal • humorous • informal or casual • informational.
Grammar and syntax may include application of:	• Australian Standards for Editing Practice - Council of Australian Societies of Editors • grammar and punctuation conventions as demonstrated by Australian Government Style Manual and other house style guides.
References may include:	• bibliography • footnote or endnote • index • list of references • table of contents.
Copyright clearances may be required for:	• fonts • quotations from: • literary works • song lyrics • visual material: • photos • illustrations • cartoons.
Visual material may include:	• cartoons • charts • diagrams • illustrations • logos

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RANGE STATEMENT	
	• photos.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - writing

Co-requisite units

Co-requisite units		

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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.

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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.

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.

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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 ***feedback*** about public relations ***activities and strategies***. 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

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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

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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

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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.

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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

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CUVADM10B Research and utilise revenue and funding opportunities

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to identify appropriate sources of revenue and funding consistent with the organisation's vision, and to actively develop the information and relationships required to secure revenue. This role would generally be undertaken by a manager or senior administrator.

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 combined assessment and/or training with those units may be appropriate, e.g.:

- CUEFIN03B Obtain sponsorship.

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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 potential revenue opportunities**.	1.1 Research potential ***revenue opportunities*** to determine availability. 1.2 ***Research*** potential revenue opportunities in terms of ***access*** and constraints.
2 **Evaluate potential revenue sources**.	2.1 ***Evaluate*** opportunities in relation to the organisation's overall vision and direction. 2.2 Evaluate opportunities in terms of potential costs and benefits to the organisation. 2.3 Determine priorities in seeking revenue from identified sources in accordance with the organisation's current direction and vision.
3 **Establish and maintain relationships associated with potential revenue sources**.	3.1 Identify key stakeholders who can support the organisation and/or its revenue building activities. 3.2 Determine ***avenues*** to establish suitable relationships which will support the organisation and/or its revenue building activities. 3.3 Maintain and build positive relationships which

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ELEMENT	PERFORMANCE CRITERIA
	support the organisation.
4 **Implement strategies to enhance revenue**.	4.1 In a timely manner, assign appropriate ***resources*** associated with seeking revenue or funding. 4.2 Pursue selected potential revenue sources in accordance with priorities.
5 **Evaluate revenue opportunities**.	5.1 Monitor all arrangements to ensure compliance with the requirements of the funding source. 5.2 Review the ***impact of funding*** on the organisation. 5.3 Review organisation's priorities and funding planning arrangements.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- systems through which opportunities may occur, e.g. government departments, industry
- business requirements, e.g. audit, accounting, legal responsibilities.

Required knowledge:

- other organisations and the approaches they have used to generate revenue and funding.

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Evidence 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 action plan which outlines selected strategies for pursuit of funding or revenue for a given organisation.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of an action plan detailing revenue strategies.

Method of assessment

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

- role play/simulation around relationships and negotiation activities
- preparation of action plans, strategies and proposals
- questioning and discussion about action plan and negotiation strategies
- verbal and written reports
- development and analysis of case studies
- 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).

Assessment of this unit requires access to the

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EVIDENCE GUIDE

materials, resources and equipment needed to research funding and revenue opportunities.

Marketing

Range Statement

RANGE STATEMENT

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

Revenue opportunities may include:

- advertising
- corporate contributions
- government funding
- promotional opportunities
- sales
- sponsorship.

Research may include:

- benchmarking with other similar organisations
- experts
- government funding programs
- Internet
- newspapers and magazines
- tender search organisations.

Process required to ***access*** potential revenue sources may include:

- completion of proposals or submissions
- direct approaches
- presentations
- response to tenders or advertising
- retail outlets sourced or established.

Evaluation of potential revenue opportunities may

- analysis of benefits
- analysis of costs involved, e.g. time, people,

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RANGE STATEMENT

include:

resources, compliance requirements, reporting requirements
- consistency with organisational vision
- length of support obtained
- likely chance of success
- nature of support obtained
- profile opportunities
- relationship/network opportunities.

Avenues to establish relationships may include:

- attendance at organised networking events, e.g. conferences, openings, launches
- direct approaches
- offering support to other organisations
- organisation of own networking events, e.g. launches, displays, workshops, promotions
- presentations.

Resources may include:

- costs associated with such things as catering, printing, mail outs, etc
- staff
- time.

Impact of funding on organisation may involve:

- ability to comply with any funding/sponsorship conditions
- access to other potential revenue sources
- additional networking opportunities
- additional promotional and profiling opportunities
- additional work requirements on staff
- increase in the utilisation of that funding source
- opportunities to extend potential funding into new areas
- reporting requirements.

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Unit Sector(s)

Not Applicable

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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.

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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

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ELEMENT	PERFORMANCE CRITERIA
	organisational or publishing requirements. 3.2 Apply appropriate text specifications to meet different audience and purpose requirements. 3.3 Apply relevant ***cultural protocols*** 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 ***update and expand knowledge*** 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).

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Evidence 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

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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

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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

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	• 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

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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

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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

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CUVPHI514A Employ colour management in a digital imaging workplace

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to manage colour in a digital imaging 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 applies to any digital imaging industry where digital files are captured, acquired, created, manipulated, integrated, enhanced, output, managed and archived to a variety of media in which colour accuracy is integral.

This unit requires the self-directed application of skills and knowledge to research, evaluate, plan, coordinate and manage the accuracy, consistency and integrity of colour in born digital and hybrid (digitised/scanned film or print) workflows.

This work is usually undertaken autonomously (with guidance where required).

Licensing/Regulatory Information

Refer to Unit Descriptor

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Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUFDIG303A Produce and prepare photo images
- CUFDIG304A Create visual design components.

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 history and apply theory of colour in a digital imaging context**.	1.1 Identify ***colour theories***/***theory*** as it applies to the ***digital imaging context*** using appropriate ***sources of information*** and ***standards***. 1.2 Evaluate currency/credibility of information gathered and ensure research scope is sufficiently broad. 1.3 Examine how colour is created, defined and managed in contemporary ***digital imaging devices***. 1.4 Investigate the areas of capture, display, output and archive spaces in contemporary digital imaging devices where colour management is critical to the production of a ***quality product***.

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Maintain accurate and comprehensive details of sources of information and standards.
2 **Identify appropriate colour management systems and strategies and apply to a workplace**.	2.1 Identify and select appropriate ***colour management systems and strategies*** for specific digital imaging devices. 2.2 Evaluate suitability of selected colour management systems and strategies in terms of relevance and cost efficiency. 2.3 Adopt and adapt selected colour management systems and strategies to digital workplace.
3 **Review and update colour management strategies**.	3.1 Review performance and assess impact of adapted colour management systems and strategies. 3.2 Develop systems to update and respond to future colour management systems and strategies as they arise from emerging technologies and workplace practices.

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 on colour theory and management
- literacy skills sufficient to interrogate/interpret a broad range of information on colour theory and management
- numeracy skills sufficient to understand numeric values and meaning against colour theory and how RGB, CMYK and LAB colour values are quantified
- communication skills sufficient to:
  - critique and discuss colour theory and management
  - use industry and community networks as sources of information
- critical thinking skills sufficient to identify best practice options and adopt/adapt

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REQUIRED SKILLS AND KNOWLEDGE

colour management strategies

- problem solving skills sufficient to:
  - recognise and resolve workplace issues when adopting/adapting colour management systems into digital workplace
  - solve colour issues
- learning skills sufficient to seek expert advice when adopting/adapting colour management strategies
- planning and organising skills sufficient to:
  - develop strategies to respond to future colour theory and management strategies
  - document research findings clearly and concisely
  - plan integration of colour management strategies into digital workplace practice
- technology skills sufficient to coordinate the installation of colour management systems.

Required knowledge:

- colour theories/theory and their application to colour management systems
- commonly used research methodologies
- current trends and emerging technologies in colour management systems
- OHS requirements relating to computer usage.

Evidence 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 research colour theory and digital colour management systems/strategies
- ability to evaluate and adapt appropriate digital colour management systems/strategies
- ability to maintain and review digital colour management systems/strategies.

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EVIDENCE GUIDE

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate technology and sources of information to research colour theory and digital colour management systems/strategies
- access to an environment where a range of digital imaging devices and colour management systems can be applied
- 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
- direct observation of candidate's evaluation, adaptation and management of appropriate colour management practices and strategies
- case studies to assess candidate's ability to evaluate workplaces and their use of digital colour management practices and strategies
- problem solving activities to assess candidate's critical thinking skills.

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

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Range Statement

RANGE STATEMENT

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

Colour theories*/*theory may include:

- colour charts, including:
  - colour look-up tables (CLUTs)
  - Indexed Colour
  - Pantone Matching System
  - Web Safe Colour
- colour/light measurement:
  - Angstrom
  - candela
  - colour frequency
  - colour rendering index (CRI)
  - colour temperature
  - Kelvin
  - Lumens
  - Lux
  - Mired
  - nanometres
  - wavelength
- colour spaces, including:
  - Adobe RGB(1998)
  - Atkinson
  - Bruce RGB
  - CMYK spaces
  - ColorMatch RGB
  - Epson RGB(2001)
  - Fraser and EktaSpace
  - greyscale/grayscale spaces
  - HiFi colour spaces (e.g. Hexachrome)
  - LAB
  - ProPhoto RGB
  - sRGB
  - Wide Gamut RGB

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RANGE STATEMENT

- xvRGB
- xvYCC
- YCbCr

- colour synthesis (additive and subtractive colour)
- colour systems and models, including:
  - CCIC - Chamber of Commerce Colour Chart
  - CIE - Commission Internationale de l'Eclairage (Lab, Luv, XYZ)
  - Herring's Opponent processes model
  - HSL
  - HSV
  - Munsell colour atlas
  - NCS - Natural Colour System
  - Ostwald surface-colour system
  - PCCS - Practical Colour Coordinate System
  - subjective vs. objective
  - Young-Helmholtz's tri-pigments model
- colour theorists, including:
  - Isaac Newton - Opticks
  - Johann Wolfgang von Goethe - Theory of Colours
  - Michel-Eugène Chevreul - The Law of Simultaneous Colour Contrast
  - Hermann Günther Grassmann - Grassmann's Law
  - Hermann Ludwig Ferdinand von Helmholtz - Handbook of Physiological Optics
  - Ewald Hering - color opponency or opponent process theory
  - Ogden Rood - Modern Chromatics
  - Albert Munsell - Munsell Book of Color
  - Wilhelm Ostwald - Color Atlas
  - Wassily Kandinsky, Johannes Itten, Faber Birren, Josef Albers
  - Chenguang Lu - Decoding Model: A Symmetrical Zone Model of Color Vision
- human vision
- nature of light (e.g. electromagnetic spectrum, natural light phenomena).

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RANGE STATEMENT

Digital imaging context may include:

- any digital imaging workplace where colour management is required, including:
  - designer's studio
  - digital media studio
  - film and television studio
  - photography studio
  - photoimaging lab or bureau
  - pre-press bureau.

Sources of information may include:

- discussions with industry practitioners
- electronic/print media (news, reviews, articles)
- events (industry functions, conferences, trade fairs, expositions)
- government bodies and associated publications
- industry association digital standards
- internet
- libraries/archives (text, film, video, sound, graphic)
- national/international journals (e.g. artist, computing and design journals)
- personal observations and experience
- retail/wholesale suppliers of products and services
- technical publications/reference books
- training programs, seminars, conferences, competitions, awards, exhibitions, symposiums, workshops, master classes and other professional development opportunities.

Standards may include:

- ISO 15076-1:2005 Image technology colour management - Architecture, profile format and data structure - Part 1: Based on ICC.1:2004-10 (Profile version 4.2.0.0) Image technology colour management - Architecture, profile format, and data structure
- ISO 12646:2004 Graphic technology - Displays for colour proofing - Characteristics and viewing conditions
- ISO 3664:2000 Viewing conditions - Graphic technology and photography
- IEC 61966-9 Multimedia systems and equipment -

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	Colour measurement and management - Part 9: Digital cameras • IEC 61966-8 Multimedia systems and equipment - Colour measurement and management - Part 8: Multimedia colour scanners • IEC 61966-7-1 Multimedia systems and equipment - Colour measurement and management - Part 7-1: Colour printers - Reflective prints - RGB inputs • IEC 61966-4 Multimedia systems and equipment - Colour measurement and management - Part 4: Equipment using liquid crystal display panels • IEC 61966-3 Multimedia systems and equipment - Colour measurement and management - Part 3: Equipment using cathode ray tubes • IEC 61966-2-1 and IEC 61966-2-1-am1 Multimedia systems and equipment - Colour measurement and management - Part 2-1: Colour management - Default RGB colour space - sRGB • IEC 61966-2-2 Multimedia systems and equipment - Colour measurement and management - Part 2-2: Colour management - Extended RGB colour space - scRGB • IEC 61966-2-4 Multimedia systems and equipment - Colour measurement and management - Part 2-4: Colour management - Extended-gamut YCC colour space for video applications - xvYCC • ISO 22028-1:2004 Photography and Graphic Technology - Extended colour encodings for digital image storage, manipulation and interchange - Part 1: Architecture and requirements (ISO TC42) • ISO 12234-4: Photography - Electronic still-picture imaging - Part 4: Exchangeable image file format (Exif 2.2) (ISO TC42) • IEC 61966-5 -Multimedia systems and equipment - Colour measurement and management - Part 5: Equipment using plasma display panels.

Digital imaging devices may include:	• cameras
	• computers (hardware and software)
	• output devices:
	  • data projectors
	  • desktop printers

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RANGE STATEMENT

- film writers
- graphic arts printers
- imagesetters
- lab or bureau printers
- output to screen based display
- scanners
- self-contained capture backs (microscopes and telescopes)
- video.

Quality product may include:

- computer or game software
- digital images
- documents for output via:
  - CMYK printing presses
  - desktop printers
  - film writers
  - LED and CRT printers
  - wide format inkjet printers
- interactive sequences
- videos
- websites.

Colour management systems or strategies may include:

- calibration devices
  - colourimeters
  - devices for camera, screen, scan and output calibration
  - spectrophotometer
- profiling
  - canned and custom profile
  - colour and resolution targets for scanning and/or digital camera capture
  - device-dependent and device-independent
  - embed/apply/discard/convert profile options
  - ICC Profiles
  - reference cards and printer colour reference swatch books
- workplace environment:
  - air borne pollutants

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RANGE STATEMENT

- ambient lighting
- controlled viewing conditions
- temperature and humidity

- WYSIWYG and closed loop system:
  - colour management policies
  - colour picker
  - colour space gamut and gamut warnings
  - dynamic range
  - gamma
  - hue and saturation
  - rendering intents
  - soft proofing
  - white and grey balance and black point.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

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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.

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

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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

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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.

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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

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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.

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FNSICORG501B Develop a budget

Modification History

Not applicable.

Unit Descriptor

This unit covers the planning for and development of a budget for a small organisation or for a section of a large organisation.

This unit covers the planning for and development of a budget for a small organisation or for a section of a large organisation.

Application of the Unit

This unit requires the application of investigation and research skills to the collection of information on which the budget is based. It involves the analysis of the information and application of sound accounting principles to the development of the budget.

This unit requires the application of investigation and research skills to the collection of information on which the budget is based. It involves the analysis of the information and application of sound accounting principles to the development of the budget.

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.

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.

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of competency.

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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 for and collect information for a budget	1.1 **Areas** for which the budget is being prepared are determined and confirmed with appropriate personnel
	1.2 **Data** required for development of the budget is identified, accessed and analysed
	1.3 **Budget parameters** are determined with estimates based on research, consultation and negotiating with appropriate personnel
	1.4 **Relevant colleagues** are provided with the opportunity to contribute to the budget planning process
2 Develop budget	2.1 Budget is drafted based on analysis of all available information in accordance with organisation policy
	2.2 Income and expenditure estimates are identified and supported by reliable information
	2.3 Draft budget is circulated for comment
3 Finalise budget	3.1 Modifications are agreed and incorporated as required
	3.2 Final budget is provided to the appropriate personnel
	3.3 Personnel affected by the budget are informed and its application to the area in which they work in terms of limits and goals, financial management and reporting responsibilities clarified

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

industry terminology

accounting principles and terminology

company and industry products and services

Skills requirements include:

computer skills, including basic computing, spreadsheet, database and accounting

data analysis and interpretation

high level business planning, scheduling and budgeting

action planning

calculation

report writing

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 collect and interpret relevant data, develop a budget, and consult and negotiate with others

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

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	work environment.
Delivery/assessment 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:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Access to a computer and accounting software may be helpful, but not essential.

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

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regional contexts. If **bold italicised** text is shown in Performance Criteria, details of the text are provided in the Range Statement.

Areas may include:	an entire organisation, section of an organisation or a particular project or other activity
Data will include, **but is not restricted to**, **information relating to**:	sales and marketing plans business plans human resource plans historical data
Budget parameters include:	timelines, availability of finance, organisation policy/directives, sales forecasts
Relevant colleagues include:	all stakeholders who may be expected to need to approve the budget and key stakeholders who will be required to implement the budget

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICORG501A.

This unit replaces FNSICORG501A.

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FNSICORG502B Manage a budget

Modification History

Not applicable.

Unit Descriptor

This unit covers the management and reporting of actual income and expenditure against an agreed budget.

This unit covers the management and reporting of actual income and expenditure against an agreed budget.

Application of the Unit

This unit requires the application of financial and management skills to allocating funds, monitoring income and expenditure and reporting the position against the budget. It involves explaining and taking required action to correct any deviations from the budget. It may be applied to the budget for a small organisation or for a section of a large organisation.

This unit requires the application of financial and management skills to allocating funds, monitoring income and expenditure and reporting the position against the budget. It involves explaining and taking required action to correct any deviations from the budget. It may be applied to the budget for a small organisation or for a section of a large organisation.

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 Allocate resources	1.1 Priorities within the **budget** are agreed
	1.2 Resources are allocated in accordance with the budget and agreed priorities
2 Monitor and control budget	2.1 Actual **income and expenditure** are checked against budget at regular intervals
	2.2 Reports are prepared and presented to appropriate personnel
	2.3 Deviations and response for the deviations are identified and appropriate action taken
	2.4 Appropriate personnel are advised on budget status
3 Complete financial reports	3.1 All **required** financial and statistical **reports** are completed accurately within designated timelines
	3.2 Recommendations about future financial planning are made as appropriate
	3.3 Reports are clearly presented and checked for accuracy
	3.4 Required reports are provided to appropriate personnel

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

industry terminology

accounting principles and terminology

company and industry products and services

Skills requirements include:

computer skills, including basic computing, spreadsheet, database and accounting

data analysis and interpretation

high level business planning, scheduling and budgeting

action planning

calculation

report writing

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 collect and interpret relevant data

ability to consult with others

ability to complete financial and statistical reports

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.

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Delivery/assessment 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 that 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:	Assessment of performance requirements in this unit should be undertaken within the financial services industry context and should cover aspects of personal/financial responsibility and accountability. Aspects of competency, including the attainment of relevant knowledge and skills, may be assessed in a relevant workplace, a closely simulated work environment, or other appropriate means that clearly meet industry competency requirements.
Resources required for assessment:	Access to a computer and accounting software may be helpful, but not essential.

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

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are provided in the Range Statement.

Budget will normally:	refer to an expenditure budget but may also include an income budget, sales budget, resource allocation/use budget or other budget
Income and expenditure includes:	monetary/financial income and expenditure but may also include resources, materials, products, people/hours etc.
Required reports include:	financial and statistical reports which may be required for regulatory compliance, to meet organisation procedure/policy requirements, or simply required to give useful information to a relevant person

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICORG502A.

This unit replaces FNSICORG502A.

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FNSICORG609B Develop and manage financial systems

Modification History

Not applicable.

Unit Descriptor

This unit covers strategic management of finances in a small organisation or part of a large organisation. It includes systems design to accommodate accounting, budgeting, cash flow analysis and financial planning. It is not concerned with day-to-day bookkeeping or clerical administration of financial records. Performance outcomes in this area are directly linked to organisation performance as defined in the strategic plan.

This unit covers strategic management of finances in a small organisation or part of a large organisation. It includes systems design to accommodate accounting, budgeting, cash flow analysis and financial planning. It is not concerned with day-to-day bookkeeping or clerical administration of financial records. Performance outcomes in this area are directly linked to organisation performance as defined in the strategic plan.

Application of the Unit

This unit requires the application of investigating and analytical skills in determining the requirements of a financial system. Accounting and financial skills are applied to design the system that is then implemented and monitored. It may be applied to any sector in the financial services industry.

Where financial systems are being developed within the context of a project team, FNSICORG607B may apply.

This unit requires the application of investigating and analytical skills in determining the requirements of a financial system. Accounting and financial skills are applied to design the system that is then implemented and monitored. It may be applied to any sector in the financial services industry.

Where financial systems are being developed within the context of a project team, FNSICORG607B may apply.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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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.

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.

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 Establish **financial system** requirements	1.1 Requirements for **efficient financial administration** are determined from consultation with relevant stakeholders and an analysis of existing financial plans
	1.2 **Reporting and procedural requirements** impacting on the organisation are identified and recorded for future reference
	1.3 Internal financial audit controls included in the system specification provide a satisfactory security mechanism
	1.4 Risks to financial viability are identified and contingency strategies to **manage risk** identified and costed
2 Design financial management systems	2.1 Sources of competent assistance and advice are accessed and used to secure financial records and assets

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		2.2 Financial management system design ensures accurate and timely provision of information about the organisation's transactions, working capital and cash flow
		2.3 Equipment and software needed for the operation of the system are identified, acquired and installed to support the organisation's transactions
		2.4 Financial reporting requirements are known and used by relevant personnel
		2.5 Established financial reports ensure accurate and timely provision of data required for financial decision making
		2.6 Agreed schedules of account recording and reconciliation systems are produced at regular intervals and support the organisation's service provision and business decisions
		2.7 Mechanisms for the review of terms of trade and fee structures are suited to the organisation's needs and meet industry standards
		2.8 Financial reports are prepared at regular intervals in the required format meet external audit requirements
3	Prepare and review financial plans	3.1 Financial plans are linked to reviews of the organisation's strategic business plan to enable timely financial adjustments to be made
		3.2 Planning and implementation of financial management activities enable probity to be maintained
		3.3 Financial plans provide a reasonable basis for budgeting and ongoing financial management of the organisation
4	Monitor and review financial reporting systems	4.1 Financial reporting systems evaluated through an assessment of organisation performance against agreed performance indicators enable timely adjustments to be made to business investments
		4.2 Financial reports and systems are able to be used by authorised staff to manage the organisation's finances

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Required Skills and Knowledge

REQUIRED KNOWLEDGE&SKILLS

Knowledge requirements include:

auditing and reporting requirements

legislation and regulations relating to:

finance

taxation

trust accounts

trades practice

security requirements

ethical requirements

accounting and bookkeeping for financial control

financial systems design

administrative/office routines and practices

cost-benefit analysis

reporting and auditing requirements for small business

computer and manual systems, technology and software application of above

systems/technology/software to management of functions of an organisation

occupational health and safety (OH&S) requirements for the use of screen-based equipment

basic accounting and bookkeeping principles and practice

quality principles and practice

ethical concerns relating to the management of third party monies

Skills requirements include:

application of financial management techniques

application of accounting and bookkeeping principles

consulting with stakeholders

performing relevant mathematical calculations

budgeting and costing

research and analysis of current and relevant issues

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preparing financial and other reports

problem solving

decision making

planning and organising work

training and mentoring others

operating relevant software packages

performing tasks in a range of relevant computer applications

communicating in a range of business environments with diverse people

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:

financial management and planning

risk assessment, evaluation and management

financial reporting

compliance with relevant statutory, regulatory, professional and practice requirements

critical analysis, research and evaluation

costing and budgeting

accounting and bookkeeping principles and practices

communication and consultation skills

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/assessment relationship to other	This unit may be assessed on its own or it

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units:	may be assessed with other units that cover related skills and knowledge. Evidence is most relevant when provided through an integrated activity that 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 should be undertaken within the financial services industry context. Aspects of competency, including attainment of relevant knowledge and skills, may be assessed in a simulated work environment or other appropriate means.
Resources required for assessment:	Assessment of this unit of competence requires access to computer equipment, facilities for workplace or simulated environment assessment may be required.

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.

Financial system may include:	manual (paper based/other) or computerised (multimedia)

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	must be capable of at least providing timely, accurate and easily understood information
	software may be industry specific or proprietary in nature
Efficient financial administration must take into account the following factors:	administrative systems
	ethical requirements
	compliance with relevant statutory and regulatory requirements
	bookkeeping
	Australian Standards Association
	codes of practice and Accounting Standards
	office routines
	security requirements
Reporting and procedural requirements may include:	consideration of legislation and codes of practice relating to financial record keeping, including trust accounting, taxation and auditing
Risk management may include:	need for insurance, including:
	public liability
	property
	personal indemnity
	personal accident
	sickness assets

Unit Sector(s)

Not applicable.

Relationship to other units

This unit replaces FNSICORG609A.

This unit replaces FNSICORG609A.

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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**

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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

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		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

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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

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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

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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

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	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

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Unit Sector(s)

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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.

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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

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		2.9	Use safe manual handling techniques as required
		2.10	Monitor **casualty's condition** and respond in accordance with effective first aid principles and procedures
		2.11	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

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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

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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

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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

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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.

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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

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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.

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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

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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

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Unit Sector(s)

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ICAA5144B Determine best-fit topology for a local network

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to determine the most appropriate way of networking computers to meet user needs and business requirements. The following units are linked and form an appropriate cluster: • ICAA5140C Design a server • ICAA5145B Identify best fit topology for a wide area network • ICAI5172B Implement backbone technologies in a local area network • ICAI5174B Install high end switches in multi switched local area networks • ICAI5176C Install and configure router • ICAS5192B Configure an internet gateway Network topologies include large and small local area networks (LANs), wide area networks (WANs), virtual private networks (VPNs), virtual local area networks (VLANs) and wireless local area networks (WLANs). No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Application of the Unit

Application of the unit	

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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. Determine user needs	1.1. Identify the different segments of the proposed ***network*** based on business ***requirements***
	1.2. Determine segment needs, using ***network*** functional analysis
	1.3. Estimate ***traffic*** content and volumes based on business ***requirements***
	1.4. Develop a prioritised organisational ***network*** functional matrix

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ELEMENT	PERFORMANCE CRITERIA
2. Develop local area network specification	2.1. Determine the resource ***requirements*** for each network segment on the basis of functional analysis 2.2. Analyse features of the physical environment for the effect on ***network*** design 2.3. Conduct a costing process for possible topology options 2.4. Consider topology options with reference to available resources and ***network*** functional matrix 2.5. Select and document appropriate ***network*** topology based on business ***requirements*** and functional analysis

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- Use of LAN functional matrices
- Use of traffic simulation tools
- Basic traffic analysis
- Use of network protocols
- Basic skills in connecting networks and keeping cables tidy

Required knowledge

- Characteristics and relative strengths and weaknesses of LAN network topologies
- Line sharing protocols
- Scope of operation, redundancy paths, high/low-speed links, protocols, security, traffic flow patterns, traffic load, response time and reliability requirements, types of user/applications, growth projections and capacity planning, constraints (costs, queuing)
- Detailed knowledge of bridges, routers, gateways, TCP/IP, Ethernet, hubs, adaptor cards
- Basic knowledge of cabling, particularly UTP (unshielded twisted pair), STP (shielded twisted pair) or optic fibre
- Current industry-accepted hardware and software products, including broad knowledge of general features and capabilities

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Evidence 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 clearly identify the best LAN, VPN or WLAN topology based on business or organisational needs. To demonstrate competency in this unit the learner will need access to: • Business requirements • Equipment specifications
Context of and specific resources for assessment	The 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 coordination would be characteristic. Assessment must ensure: • self-directed application of knowledge and skills, with substantial depth in some areas where judgement 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 coordination may also be involved.
Method of assessment	The purpose of this unit is to define the standard of

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EVIDENCE GUIDE	
	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 to 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: • ICAA5140C Design a server • ICAA5145B Identify best-fit topology for a wide area network • ICAI5172B Implement backbone technologies in a local area network • ICAI5174B Install high-end switches in multi-switched, local area networks • ICAI5176C Install and configure router • ICAS5192B Configure an internet gateway An individual demonstrating this competency would be able to:

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	• 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 • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Traffic may include:	• data • voice • video
Network may include but is not limited to:	• large and small local area networks (LANs) • wide area networks (WANs) • virtual private networks (VPNs) • virtual local area networks (VLANs) • wireless local area networks (WLANs) • as well as the use of the public standard telephone network (PSTN) for dial-up modems only • private lines • data

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RANGE STATEMENT	
	• voice
Requirements may be in reference to:	• business • system • application • network • people in the organisation

Unit Sector(s)

Unit sector	Analyse and Design

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAI5172B Implement backbone technologies in a local area network

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to implement core layer (backbone) connectivity in a LAN for applications between floors in a multi-storey building or between separate buildings. The following unit is linked and forms an appropriate cluster: • ICAI5152B Implement risk management processes

Application of the Unit

Application of the unit	

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units		

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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 network	1.1. Identify current and future ***network*** requirements based on the organisation's business and ***technical requirements*** 1.2. Design an appropriate structure to meet ***client*** requirements, such as video, audio or data application services 1.3. Design a network addressing system with subnet and host identities (IP addressing) and virtual LANs (VLANs) 1.4. Identify and document resource requirements in accordance with ***network*** design
2. Install configure network backbone	2.1. Install and configure switches and routers according to ***network*** requirements and ***resources*** 2.2. Install ***network protocol suites*** using configurations on switch uplink ports as required by ***network*** design specifications 2.3. Configure hosts and workstations for ***network*** access
3. Test and validate network	3.1. Test ***network*** connectivity to ensure operation parameters are met between hosts on all relevant segments or VLANs 3.2. Make adjustments as required 3.3. Validate and document ***network*** performance

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Implementing optic fibre and Ether-Channel technologies • Installation of Ethernet switches with gigabit and 10 gigabit interfaces • Configuring trunking on uplink ports • Basic cabling
Required knowledge
• OSI layer model • LAN and WAN network topologies (three-layer LAN hierarchy: core distribution and access) • Routers • Ethernet switches • Bandwidth limitations, measuring and testing • NICs (Fast Ethernet, gigabit and 10-gigabit Ethernet (token ring is less common)) • Ethernet switch functions (frame switching: store-and-forward, fast-forward, fragment-free) • Virtual LANs • Internetworking protocol suites, such as TCP/IP, IPX, DECnet, AppleTalk, IPV6 • MAC addresses, network layer protocols

Evidence 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: • Assessment must confirm the ability to build an

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competency in this unit	ATM LAN that provides the required services and communication standards. To demonstrate competency in this unit the person will require access to: • Local area network infrastructure • Switches with various interfaces: fast-, one-, 10 gigabit- Ethernet
Context of and specific resources for assessment	This Unit focuses on configuring high-speed (high-bandwidth) channels between high-end switches. The two main methods in current use are to use One- or 10-Gigabit Ethernet connections and Ether-Channel architecture, in which up to eight Fast Ethernet or Gigabit channels (cables), are configured or trunked as a single logical channel. The 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 coordination would be characteristic. Assessment must ensure: • The demonstration of competency may also require self-directed application of knowledge and skills, with substantial depth in some areas where judgement 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 coordination may also be involved.
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

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EVIDENCE GUIDE	
	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: • ICAI5152B Implement risk management processes An individual demonstrating this competency would be able 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

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EVIDENCE GUIDE	
	broad quantity and quality parameters • Take some responsibility for the achievement of group outcomes • Maintain knowledge of industry products and services Additionally, an individual demonstrating this competency would be able to: • Demonstrate understanding of ATM transfer modes, with depth in some areas • Apply solutions to a clearly defined range of problems • Identify and apply skill and knowledge to install and configure ATM infrastructure • Identify, analyse and evaluate information related to ATM • Take responsibility for outputs in relation to ATM configuration

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Client may include but is not limited to:	• internal departments • external organisations • clubs • individual people • internal employees
Technical requirements may be in reference to:	• business • system • platform • application

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RANGE STATEMENT	
	• database • network • people in the organisation
Network may include but is not limited to:	• large and small LANs • the use of the PSTN for dial-up modems only • private lines • VPNs • Data • voice
Network protocol suites may include:	• TCP/IP (IPX/SPX, DECnet, AppleTalk are legacy protocols) • IPV6 (layer 3 protocol only)

Unit Sector(s)

Unit sector	Implement

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAS4191B Maintain website performance

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to ensure that a website maintains its performance levels during peak traffic times and during full utilisation access. The following units are linked and form an appropriate cluster: • ICAS4124B Monitor and administer network security 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		

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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. Benchmark website performance	1.1. Review ***client*** performance expectations from ***specifications*** and ***business requirements*** 1.2. Test administration and maintenance ***requirements*** against ***specifications*** and ***business requirements*** 1.3. Establish performance benchmarks from ***specifications*** and ***business requirements*** 1.4. Ensure performance benchmarks are tested 1.5. Record measured performance benchmarks against ***specifications***
2. Track website performance	2.1. Measure actual website performance against performance benchmarks in key areas and record outcomes 2.2. Establish procedures and policies for maintaining stability of actions and processes related to the website 2.3. Identify faults or suggest improvements to the website 2.4. Implement improvements according to ***business requirements*** and in line with ***policies*** and procedures

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ELEMENT	PERFORMANCE CRITERIA
	2.5. Establish automatic fault reporting procedures and processes 2.6. Monitor and maintain website security measures 2.7. Implement administration and maintenance schedules 2.8. Establish preventative maintenance and administration indicators and ensure an alert ***system*** is enabled 2.9. Track user activities and make changes to ***policies*** or procedures, depending on findings
3. Tune performance	3.1. Compare actual website performance against benchmarks over an appropriate period and make changes based on inconsistencies 3.2. Record performance inconsistencies and incorporate learning into revised ***polices*** and procedures 3.3. Use diagnostic and ***software*** tools to identify and correct website faults 3.4. Plan and action preventative maintenance on a regular basis, to ensure continuous and consistent performance of website 3.5. Complete and record fault correction and maintenance reports
4. Initiate and monitor performance improvement	4.1. Establish a mechanism for capturing ***client*** initiatives to assist in identifying maintenance or administration process performance problems 4.2. Review security tools and procedures and conduct improvements where necessary 4.3. Document and implement maintenance schedules 4.4. Review maintenance and administration ***documentation*** in line with ***policies*** and procedures, in order to identify areas for performance improvement 4.5. Update the website on a regular basis, including information, links, multi-media links and back-end ***software*** 4.6. Provide a timely and appropriate response to ***client*** to provide improvement or maintenance suggestions

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Website development • Website analysis • Technical test design • Test implementation • Test evaluation • Evaluation feedback • Evaluation analysis • Fault diagnosis • Fault correction • Implementing administration and maintenance schedules
Required knowledge
• Website architecture • Basic website security • Basic workload (web traffic) metrics • Basic business process design • Customer and business liaison

Evidence 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 develop and maintain actual website performance against benchmarks, to ensure that the website meets specifications. • Where performance criteria are not met, faults must

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EVIDENCE GUIDE	
	be identified and appropriate remedial action taken. • Assessment must verify the ability to implement scheduled and non-scheduled maintenance and to effectively monitor and tune website performance. To demonstrate competency in this unit the learner will require access to: • Web servers and websites • Technical requirements • Web traffic diagnostic tools, including timing tools to gauge website response times
Context of and specific resources for assessment	The effective and efficient operation of an organisation's website is of critical importance when business transactions a conducted online. Additionally, a website provides a 'new window' into an organisation and as such provides existing and potential clients with an indication of organisational credibility, effectiveness and efficiency. The rapid growth in the use of websites as the primary media for client interaction, places considerable strategic and operational importance on activities around effective website monitoring and performance. Testing the website under different conditions of load is essential to understanding how it behaves from the client's perspective. Thus, testing tools should include some way of simulating traffic from numerous users. Breadth, depth and complexity of knowledge and skills would prepare a person to perform basic skills in managing website performance. Operations must be in accordance with organisational polices and procedures. Managing the performance of a website should be done under competent supervision where there is a clearly defined range of contexts for ensuring that ongoing demands on the site are met.

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EVIDENCE GUIDE	
	The breadth, depth and complexity of knowledge and skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Assessment must ensure: • 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 would be characteristic. • Applications may involve responsibility for, and limited organisation of, others.
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,

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EVIDENCE GUIDE	
	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: • ICAS4124B Monitor and administer network security An individual demonstrating this competency would be able to: • Demonstrate understanding of policies and procedures related to website performance, with theoretical knowledge of security issues • Apply known solutions to a variety of predictable website problems • Interpret available website information using discretion and judgement • Take responsibility for outputs in managing website performance • Maintain knowledge of industry products and services Additionally, an individual demonstrating this competency would be able 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

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 may include but is not limited to:	• technical requirements • user problem statement • current system functionality
Client may include but is not limited to:	• internal departments • external organisations • individual people • employees
Requirements may be in reference to:	• business • system • application • network • people in the organisation
Business requirements may include:	• customer • supplier • payroll • inventory • tax requirements of the organisation
Standards may include:	• ISO/IEC/AS standards • organisational standards • project standards (for further information refer to the Standards Australia website at: www.standards.com.au)
System may include but is not limited to:	• hardware and software components that run a computer
Software may include but is not limited to:	• commercial, in-house, packaged or customised software
Documentation may follow:	• ISO/IEC/AS standards • audit trails • naming standards

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RANGE STATEMENT	
	• version control • project management templates • report writing principles
Policies	• Incident response procedures • network intrusion detection systems • forensic procedures • training • awareness raising policy

Unit Sector(s)

Unit sector	Support

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAS5199B Manage business websites and servers

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to maintain and manage business websites and the associated servers. The following unit is linked and forms an appropriate cluster: • ICAA6157B Develop technical requirements for a business solution 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		
	ICAS4191B	Maintain website performance

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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 business website and contents	1.1. Establish personnel polices and procedures for managing access and changes to all aspects of the business website 1.2. Design and start a training program for teaching staff how to use procedures and polices as well as making changes to the business website 1.3. Evaluate and test site analysis software on a non-live ***server*** to verify all features and functions are safe for use on a live ***server*** 1.4. Generate site summary reports in line with the organisational quality management program or guidelines 1.5. Review reports found to have generated security flaws 1.6. Check links for functionality and ongoing relevance 1.7. Modify web pages according to changing business requirements and analysis of site summary report 1.8. Maintain and debug ***database*** information according to site and information requirements
2. Maintain business security of the	2.1. Establish a security response procedure to control information placed on the business website by

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ELEMENT	PERFORMANCE CRITERIA
website	developers, designers and end-users 2.2. Develop a ***security plan*** 2.3. Test site security according to organisational requirements of the ***security plan*** 2.4. Maintain site security using information from security vendors and technical media outlets
3. Monitor business website performance	3.1. Select ***server analysis tools*** with reference to organisational requirements and the range of functionalities requiring monitoring 3.2. Determine business website load metrics and performance indicators in line with organisational requirements 3.3. Measure business website server performance with ***server analysis tools*** 3.4. Identify and document business options for performance improvement 3.5. Submit website server performance reports to ***client***
4. Undertake capacity planning	4.1. Determine future peak volumes by measuring page usage and volume accesses 4.2. Develop an upgrade program to deal with increasing load and performance issues 4.3. Set performance benchmarks to take into consideration possible future scenarios for each relevant load metric 4.4. Determine options for upgrade path for ***equipment*** needs based on research and business website performance growth forecasting

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Use of a current site server, web server log file analysis and traffic tracking software • Use of a current forecasting methodology for identifying traffic peaks • Maintaining firewalls

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REQUIRED SKILLS AND KNOWLEDGE
• Maintaining VPN gateways • Request for proposals (RFPs) • Intrusion detection software • Integrity checking software
Required knowledge
• Website architecture • Website security issues • Queuing systems • SGML and associated standards • Bottlenecks and methods of correction • Workload metrics • User request classes • Electronic Commerce Modelling Language

Evidence 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 maintain a consistent and constantly performing website that meets the stated business strategies and directions. To demonstrate competency in this unit the learner will require access to: • Site servers and web servers • Business website • Site server software • Analysis software • Requirements documentation • Business planning documentation

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EVIDENCE GUIDE	
Context of and specific resources for assessment	Performance issues and response times remain a primary concern of business and business websites. Optimising the performance of the website and associated servers will ensure smooth functionality of the pages and effective operation of commercial transactions through the site. The 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 coordination would be characteristic. The demonstration of competency may also require self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others. Assessment must ensure: • 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 coordination may also be involved.
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

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EVIDENCE GUIDE	
	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: • ICAA6157B Develop technical requirements for a business solution An individual demonstrating this competency would be able 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 • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Servers may include:	• Apache HTTP server • IBM VisualAge and WebSphere • Microsoft-Internet-Information-Server, Microsoft-IIS • NetDynamics • Lotus Domino • Zope • Netscape Enterprise server, Netscape-FastTrack, Netscapebusiness • Sun Microsystems iPlanet web server • iPlanet-Enterprise • Sun Microsystems Java web server • Email servers • File and print servers • FTP servers • Proxy servers
Database may include:	• Oracle • Sybase • Microsoft SQL server • Ingres • DB2 • Informix • mSQL • MySQL • SQL server
Server analysis tools may include:	• Apache JSSI • Apache Jmeter
Security plan may include:	• theft • viruses • standards (including archival, back-up, network) • privacy • audits

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RANGE STATEMENT	
	• alerts and usually relates directly to the security objectives of the organisation
Client may include but is not limited to:	• internal departments • external organisations • individual people • employees
Equipment may include but is not limited to:	• workstations • personal computers • modems or other connectivity devices • printers • DSL modems • hard drives • monitors • switches • hubs • personal digital assistant (PDA) • other peripheral devices

Unit Sector(s)

Unit sector	Support

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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ICAS5203B Evaluate and select a web hosting service

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to evaluate and select an appropriate hosting service for current and future business needs. The following unit is linked and forms an appropriate cluster: • ICAA5056B Prepare disaster recovery and contingency plans 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		

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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 ISP based on selection criteria approved by the client	1.1. Review comparable characteristics of a range of hosting services including web hosting facilities, data transfer, level of service, functionality, ***hosting plans*** and pricing plans 1.2. Review client usage and ensure that email and mailing list services are flexible enough to meet current and future business needs 1.3. Review support service standards to ensure they meet the needs of the business 1.4. Ensure internet service provider (ISP) hosting service has sufficient data capacity to cover partial outages 1.5. Determine availability of ***security technologies*** 1.6. Determine availability of ***scripting languages*** 1.7. Evaluate optional ***server applications*** for advanced web business functions 1.8. Confirm client selection criteria and select internet service provider (ISP) hosting service that best matches the criteria

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ELEMENT	PERFORMANCE CRITERIA
2. Ensure guarantee of permanent online presence	2.1. Establish that the web hosting service has systems in place to monitor ***server*** performance and availability 2.2. Negotiate escalation procedures and performance standards with internet service provider 2.3. Establish that security and back-up procedures are articulated and meet business needs
3. Ensure that web host meets technical requirements	3.1. Take action to ensure that ***operating system*** supports the preferred business development software, applications, extensions and ***databases*** 3.2. Establish that the web host ***servers*** support dynamic websites using the preferred business technologies 3.3. Establish that the web host provides current and future disk space requirements 3.4. Establish that the site analysis reports are available and flexible enough to meet business needs 3.5. Establish that the security systems and payment technologies meet business and customers expectations and requirements
4. Performance is benchmarked and tested against specified criteria	4.1. Test the performance of the ISP during on- and off-peak times and record outcomes 4.2. Establish that the email and mailing services have back-up procedures in place and are protected from damage, erasure or unwanted damage 4.3. Take action to ensure support services perform in line with business needs

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Basic negotiation skills • Analytical skills for determining appropriate pricing and services plan for the business • Forward planning skills in relation to identifying future business needs

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REQUIRED SKILLS AND KNOWLEDGE
Required knowledge
• Internet security issues • Server technologies • Operating systems used by ISPs • Customer and business needs and relationships • Performance expectations from customers and end users • Applying performance benchmarks

Evidence 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 evaluate and select a web hosting service that meets the current and future needs of the business. To demonstrate competency in this unit the learner will require access to: • Hosting plans, prices and service agreements • Technology underpinning the ISP and services offered • Business plan outlining future directions for the business
Context of and specific resources for assessment	The effectiveness of an organisation's online presence is significantly determined by the quality, cost and features of the web hosting service provider or ISP. Web hosts often tailor their services to serve the needs of a particular type of client and the selection of an appropriate bundle of features and provider is an important decision for the organisation.

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EVIDENCE GUIDE	
	An individual demonstrating this competency would be able to take responsibility for comparing and evaluating ISP services. The 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 coordination would be characteristic. The demonstration of competency may also require self-directed application of knowledge and skills, with substantial depth in some areas where judgement is required in planning and selecting appropriate equipment, services and techniques for self and others. Assessment must ensure: • 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 coordination may also be involved.
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.

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EVIDENCE GUIDE	
	• 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: • ICAA5056B Prepare disaster recovery and contingency plans An individual demonstrating this competency would be able 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 • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT

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RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Server applications may include:	• file sharing • printer sharing • messaging • web services • network and remote access • database and data warehousing • directory services • management • line of business applications • terminal services
Operating system may include but is not limited to:	• Linux 7.0 or above • Windows 2000 or above • Apple OS X or above
Servers may include:	• Apache HTTP server • IBM VisualAge and WebSphere • Microsoft-Internet-Information-Server • NetDynamics • Lotus Domino • Netscape Enterprise server, Netscape-FastTrack, Netscape-Commerce • Sun Microsystems iPlanet web server • iPlanet-Enterprise • Sun Microsystems Java web server • Email servers • FTP servers
Scripting languages may include:	• Pearl • VBscript • VB.Net Javascript • PHP, Python
Security technologies may include:	• secure socket layer (SSL) • PKI • payment gateways
Hosting plans may include:	• disk storage

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RANGE STATEMENT	
	• CGI access • scripts • POP accounts • dedicated servers • e-business hosting • co-location of servers
Databases may include:	• Oracle • PostegreSQL • Microsoft SQL Server • My SQL • SQL

Unit Sector(s)

Unit sector	Support

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAT4221B Locate equipment, system and software faults

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to apply systematic principles to fault finding in any field of IT. The following units are linked and form an appropriate cluster: • ICAS4109B Evaluate system status • ICAT4242B Perform unit test for a class 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		

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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. Choose the most appropriate fault finding method	1.1. Analyse and document the ***system*** that requires troubleshooting 1.2. Identify and apply specifically designed troubleshooting tools for the ***system*** 1.3. Investigate and record generic cyclic ***fault finding tools*** 1.4. Obtain required specialist tools appropriate to the work
2. Analyse the problem to be solved	2.1. Collect all data relevant to the ***system*** as well as signs and symptoms of the ***problem*** 2.2. Organise the collected data to enable an understanding of the status of the ***system*** 2.3. Analyse the data to determine that there is a ***problem***, and the nature of the ***problem***
3. Define the causes of the problem and create a plan of action	3.1. Create a list of probable causes of the ***problem*** 3.2. Organise causes in order of likelihood 3.3. Formulate a ***solution*** or rectification 3.4. Rectify probable causes, testing for the success of the ***solution*** and record results

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ELEMENT	PERFORMANCE CRITERIA
4. Review problem and system status	4.1. Test the ***system*** to ensure the ***problem*** has been solved and record results 4.2. Document the ***problem***, its signs and symptoms, and the ultimate ***solution*** and load to database of problems/solutions for future reference

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives • Communication skills in relation to analysis, evaluation and presentation of information • Teamwork skills involving the contribution to solutions and goals of a non-routine or contingency nature • Group facilitation and presentation skills in relation to transferring and collecting information and gaining consensus • Negotiation skills in relation to other team members and applied to a defined range of predictable problems • Report writing skills for business requiring depth in some areas, analysis and evaluation of information in a defined range of areas • Change management skills in relation to maintaining the continuity of IT operations and business functions • Customer service skills in relation to reviewing change procedures • Skills in handling difficult clients in relation to reviewing change procedures • Conflict resolution skills in relation to reviewing change procedures • Risk analysis skills in relation to reviewing change procedures • Low level training needs analysis skills • Low level programming skills
Required knowledge
• Broad knowledge of help desk and maintenance practices • Current industry-accepted hardware and software products, with broad knowledge of general features and capabilities and detailed knowledge in some areas • Broad knowledge of the role of stakeholders and the degree of stakeholder

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REQUIRED SKILLS AND KNOWLEDGE
involvement • Broad general knowledge of the client business domain • Detailed knowledge of the system's current functionality • Broad knowledge of quality assurance practices • One or more change management tools • Broad knowledge of system testing • Broad knowledge of some change control procedures • Detailed knowledge of the system under modification

Evidence 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 choose the best fault finding method for a situation/scenario, and apply it in a structured, methodical manner. To demonstrate competency in this unit the person will require access to: • System to be diagnosed • Diagnostic and fault finding tools • Technical and system documentation
Context of and specific resources for assessment	Troubleshooting and fault finding are universal competencies used by most IT practitioners and operate at all stages of the systems life cycle. These activities apply procedures for localizing and diagnosing equipment or system malfunctions or anomalies, typically by systematic examination progressing from higher to lower levels of assembly. The breadth, depth and complexity of knowledge and

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EVIDENCE GUIDE	
	skills in this competency 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 would be involved when organising activities of self and others as well as contributing to technical solutions of a non-routine or contingency nature. Assessment must ensure: • 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 would be characteristic. • Applications may involve responsibility for, and limited organisation of, others. 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.
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

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EVIDENCE GUIDE	
	assessed either in the workplace or in a simulated environment. However, simulated activities must closely reflect the workplace to enable full demonstration of competency. • Competency in this unit can be assessed in a live environment provided the assessor has a prior knowledge of the outcome, or in a simulated or fire walled environment.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • ICAS4109B Evaluate system status • ICAT4242B Perform unit test for a class An individual demonstrating this competency would be able 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 • Maintain knowledge of industry products and services

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating

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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.	
System may include but is not limited to:	• hardware and software components that run a computer or network
Fault finding tool	• For networking: Ping, trace route, Telnet, protocol analysers, operating system tools, mapping tools, the OSI layered model • For programming: Trace, debug, break points, compilers • For systems analysts: There are no specific tools for systems analysts, they are the conduit between the implementers (programmers or net workers) and the users. They may have to review design criteria after user feedback to improve system performance or rectify faults in design or implementation
Problem may be in reference to:	• problems with the business • system • application • network • people in the organisation
Solution may include but is not limited to:	• new hardware • hardware upgrades • new software • software upgrades • user training • business processes • implementing a new system

Unit Sector(s)

Unit sector	Test

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU2005B Operate computer hardware

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to determine, select and correctly operate basic computer hardware, generally known as peripherals and which may include input/output devices and secondary memory. There may be benefit in concurrent learning with the following units: • ICAS2014B Connect hardware peripherals • ICAU2231B Use computer operating system The following units are linked and form an appropriate cluster: • ICAS2014B Connect hardware peripherals • ICAU2231B Use computer operating system 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

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Pre-Requisites

Prerequisite units		
	ICAU1128B	Operate a personal computer

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 computer hardware components	1.1. Identify ***external hardware components*** and ***peripherals*** 1.2. Identify ***internal hardware components***
2. Understand the interrelationship between computer hardware and software	2.1. Describe the functions of computer ***hardware*** and associated ***OH&S standards*** and ***environmental considerations*** around ***hardware*** use and disposal 2.2. Describe the function of a computer operating system 2.3. Describe the boot process 2.4. State the relationship between an application program, the operating system and ***hardware*** 2.5. State the general differences between the different

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ELEMENT	PERFORMANCE CRITERIA
	computer platforms and their respective operating systems 2.6. Draw a simple block (schematic) diagram showing the interconnection of the various components of a computer
3. Use computer input equipment	3.1. Follow ***OH&S standards*** and ***organisational*** policies and procedures when using computer input equipment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills
• Reading and writing at a level where basic workplace documents are understood • Decision making skills in a narrow range of areas • Problem solving skills for a defined range of predictable problems • Ability to communicate with peers and supervisors to seek assistance and advice
Required knowledge
• OH&S principles and responsibilities • Ergonomic principles to avoid back, wrist and eye strain • Procedures and exercises for avoiding strain and injury • Basic knowledge of current industry-accepted hardware and software products, with broad knowledge of general features and capabilities

Evidence 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.

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EVIDENCE GUIDE	
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 determine, select, explain and use hardware components, peripheral equipment and consumables correctly and efficiently according to the task requirement. To demonstrate competency in this unit the person will require access to: • PC or workstation • Peripheral devices
Context of and specific resources for assessment	Peripheral equipment forms an auxiliary but essential component of everyday computer usage. Such equipment enhances the effectiveness of computers and provides increased functionality and capability for input, output and memory functions. The efficient and effective operation of peripherals is a critical aspect of information technology in most workplaces. 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 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

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EVIDENCE GUIDE	
	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: • ICAS2014B Connect hardware peripherals • ICAU2231B Use computer operating system An individual demonstrating this competency would be able 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

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EVIDENCE GUIDE	
	• 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

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 hardware components may include but are not limited to:	• keyboard • mouse • disk drives • USB • serial • parallel ports
Internal hardware components may include but are not limited to:	• CPU • memory chip • motherboard • video display card • network interface card • sound card • cabling
Computer platforms may include but are not limited to:	• Apple Macintosh and PCs • and the various operating systems used on each
Peripherals may include but are not limited to:	• Printers, scanners, tape cartridges • Speakers, multimedia kits • Personal computer fax/modems • Input equipment may include mouse, touch pad, keyboard, pens • Mobile phones, palmtops and personal digital

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RANGE STATEMENT	
	assistants (PDAs), laptops and desktop computers • Bluetooth devices, universal serial bus (USB), Firewire (IEEE 1394)
Hardware may include but is not limited to:	• workstations • personal computers • modems and other connectivity devices • networks • DSL modems • remote sites • servers
Consumables may include but is not limited to:	• cartridges • ribbons • floppy disks • CD-R • CD-RW • DVD-R/RW
OH&S standards may include:	• correct posture • lighting • type of desk • type of monitor • style of chair • typing position • correct lifting method • repetitive strain injury prevention • ventilation • light position • length of time in front of computer
Organisational may include but are not limited to:	• security procedures • OH&S procedures • maintenance procedures • standards for speed and accuracy
Environmental considerations may include but is not limited to:	• recycling • safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) • correct disposal of redundant hardware (e.g. motherboards, hard drives, circuit boards) by an authorised body

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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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

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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 ***software*** appropriate to perform activity 1.2. Use ***software*** 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 ***files*** 2.2. Amend and save ***files*** according to requirements 2.3. Produce documents and ***files*** that meet organisational needs 2.4. Save ***files*** in appropriate directories/folders 2.5. Exit ***software*** correctly without loss of ***data***
3. Access and use help	3.1. Identify the help resources available for basic

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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

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Evidence 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

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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:

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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.

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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

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Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICAU3019B Migrate to new technology

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to apply skills and knowledge in using new or upgraded technology. 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.

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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.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Apply existing knowledge and techniques to technology and transfer	1.1. Identify situations where existing knowledge can be used as the basis for developing new skills 1.2. Acquire and use new or upgraded ***technology skills*** to enhance learning 1.3. Identify, classify and use new or upgraded ***equipment*** where appropriate, for the benefit of the organisation
2. Apply functions of technology to assist in solving organisational problems	2.1. Conduct testing of new or upgraded ***equipment*** 2.2. Apply features of new or upgraded ***equipment*** and ***software*** within the organisation 2.3. Use features and functions of new or upgraded equipment 2.4. Access and use ***sources of information*** relating to new or upgraded ***equipment***
3. Evaluate new or upgraded technology performance	3.1. Evaluate new or upgraded ***equipment*** for performance, usability and ***against OH&S standards*** 3.2. Determine ***environmental considerations*** from new or upgraded equipment 3.3. Seek ***feedback*** from users, where appropriate

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Research skills for identifying broad features of new technologies • Ability to assist in the decision making process • Literacy skills in regard to interpretation of technical manuals • Ability to solve known problems in a variety of situations and locations • General analytical skills in relation to known problems
Required knowledge
• Broad awareness of current technology trends and directions in IT (e.g. software, hardware, services, new developments, new protocols) • Broad knowledge of vendor product directions • Ability to locate appropriate sources of information regarding IT and new technologies • Current industry hardware and software products, with broad knowledge of general features and capabilities • Information gathering 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: • Competency must confirm the ability to transfer the application of existing skills and knowledge to new technology. To demonstrate competency in this unit the person will require access to: • Workplace or simulated workplace

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EVIDENCE GUIDE	
	• Documented organisational requirements
Context of and specific resources for assessment	The rationale behind this unit emphasises the importance of constantly reviewing work processes, skills and techniques in order to ensure that the quality of the entire business process is maintained at the highest level possible through the appropriate application of new technology. To this end, the person is typically engaged in on-going review and research in order to discover and apply new technology or techniques to improve aspects of the organisation's activities. The breadth, depth and complexity of knowledge and skills in this competency 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. Assessment must ensure: • 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 section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
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.

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EVIDENCE GUIDE	
	• 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. An individual demonstrating this competency would be able 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 • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 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
Applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
Technology skills - new skills can include but are not limited to:	• Hardware • PCs • networks • storage • communications equipment
Feedback may include:	• surveys • questionnaires • interviews • meetings
Software may include but are not limited to:	• user-based software for new business processes • customer relationship management • integrated services (e.g. banking and financial

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RANGE STATEMENT	
	services)
Sources of information may include but is not limited to:	• documents • test pages • web pages • appliances software and technical connections guidance and other outputs supplied by vendors and manufacturers
OH&S standards	• May include correct posture, lighting, type of desk, type of monitor, style of chair, typing position, repetitive strain injury prevention, ventilation, light position, correct lifting method, and length of time in front of computer. • May also include physical safety considerations such as general electrical safety and cabling, power supply and leads as they apply to computer and peripheral installations.
Environmental Considerations may include but is not limited to:	• recycling • safe disposal of packaging (e.g. cardboard, polystyrene, paper, plastic) • correct disposal of redundant hardware (e.g. motherboards, hard drives, circuit boards) by an authorised body

Unit Sector(s)

Unit sector	Use

Co-requisite units

Co-requisite units		

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Competency field

Competency field	

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ICAU3126B Use advanced features of computer applications

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This unit defines the competency required to use computer applications employing advanced features. The following unit is linked and forms an appropriate cluster: • ICAB3018B Develop macros and templates for clients using standard products 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		

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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. Manipulate data	1.1. Employ advanced features of ***applications*** in the preparation and presentation of data 1.2. Efficiently transfer data between ***applications***, linking and embedding related data files as required 1.3. Create and employ ***objects***, macros and templates for routine activities 1.4. Use shortcuts and features to increase personal productivity
2. Access and use support resources	2.1. Solve routine problems using support resources 2.2. Use on-line help to overcome difficulties with ***applications*** 2.3. Solve problems with manuals and training booklets 2.4. Access and apply technical support for ***system*** problems, utilising troubleshooting results and alert messages

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills
• Basic analysis skills in relation to normal routine work processes • Detailed skills in using applications features • Basic skills in interpreting technical information • Problem solving skills in known areas during normal routine work processes • Plain English literacy and communication skills in relation to dealing with clients and team members
Required knowledge
• Basic understanding of operating systems software and system tools • Broad knowledge of vendor product directions • Broad knowledge of vendor applications and their features

Evidence 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 use at least three computer applications to their full capacity employing all advanced features and import/export capacities for efficiency and productivity purposes, using at least two industry-recognised application packages. To demonstrate competency in this unit the person will require access to: • Personal computer • Documents or information containing data suitable

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EVIDENCE GUIDE	
	for use with multiple computing packages
Context of and specific resources for assessment	The use of advanced features of computer applications is increasing as workplaces recognise the full potential and functionality of contemporary commercial applications. Individuals demonstrating this competency would be considered user experts or advanced users and would be capable of tutoring colleagues in the use of commercial applications. The breadth, depth and complexity of knowledge and skills in this competency 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. Assessment must ensure: • 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 section of equipment, services or contingency measures and within known time constraints would be characteristic. • Applications may involve some responsibility for others. Participation in teams including group or team coordination may be involved.
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

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EVIDENCE GUIDE	
	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: • ICAB3018B Develop macros and templates for clients using standard products An individual demonstrating this competency would be able 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 • Maintain knowledge of industry products and services

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Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Applications	• May include but are not limited to commercial software applications; organisation-specific software; word processing, spreadsheet, database, graphic, communication packages and presentation functionalities. • May include presentation applications contained in: Microsoft Office, Lotus Suite, Claris Works, Star Office or other similar applications.
Objects may include:	• buttons • checkboxes • option buttons • text boxes • drop down lists
System may include but is not limited to:	• network • application • software • business • computers • financial system • management system • information system

Unit Sector(s)

Unit sector	Use

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Co-requisite units

Co-requisite units		

Competency field

Competency field	

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ICPMM296A Create and test a CD-ROM/DVD

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to create an interactive CD-ROM/ DVD which starts automatically and has no errors in any of the interactive functions.

This unit describes the performance outcomes, skills and knowledge required to create an interactive CD-ROM/ DVD which starts automatically and has no errors in any of the interactive functions.

Application of the Unit

This unit requires a person to create and test a CD-ROM/ DVD with a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes.

This unit requires a person to create and test a CD-ROM/ DVD with a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Nil

Nil

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.

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Performance Criteria describe the required performance needed to demonstrate achievement of the Element. Where italicised text is used, further information is detailed in the Required Knowledge and Skills and/or 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 required performance needed to demonstrate achievement of the Element. Where italicised text is used, further information is detailed in the Required Knowledge and Skills and/or 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	**Confirm data requirements**	1.1	All details required for the job are checked and confirmed against the job specifications
		1.2	Media content is tested to ensure all interactivity performs according to job specifications
		1.3	Media is compressed correctly with images at the right resolution and any text in the correct format
		1.4	Media is compressed correctly with images at the right resolution and any text in the correct format
2	**Prepare the CD-ROM/DVD structure**	2.1	Target audience is identified from job specifications and a welcome page is developed
		2.2	The welcome page identifies the navigational structure of the media
		2.3	Folders for containing the media are prepared according to interactivity requirements
		2.4	DOS-style eight-dot-three-character file names are used for all files
3	**Set up auto functions**	3.1	Autorun is set up to automatically start up the CD-ROM/DVD media
		3.2	ShelExec.exe is incorporated into the autorun script to ensure default programs within the shell are started
		3.3	Autorun is linked to a reader in case the target

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		audience do not have one pre-installed
	3.4	Where autorun is linked to Adobe Reader, JavaScript is added to the appropriate folder to launch the PDF file
4 **Burn CD-ROM/DVD**	4.1	The CD-ROM/DVD layout is validated and saved correctly
	4.2	The preferred CD-ROM/DVD format is chosen for the job
	4.3	A test CD-ROM/DVD is burned to test the auto functions and confirm interactivity across different platforms
	4.4	A master disc is produced for mass duplication

Required Skills and Knowledge

Required Knowledge and Skills

The following knowledge must be assessed as part of this unit:

Use of compression technologies

Media types

Relevant multimedia software

Relevant CD/DVD hardware for burning CDs/DVDs

Multi media navigation

Java script

Different multi media file formats eg PDF, JPEG, TIF

The following skills must be assessed as part of this unit:

OHS in relation to operating machinery such as safely switching off machinery before cleaning is started

Communication of ideas and information by developing a welcome page that identifies the navigational structure of the media

Collecting, analysing and organising information by correctly compressing media at the right resolution with any text in the correct format

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Planning and organising activities by preparing the CD-ROM/DVD structure before setting up auto functions

Teamwork when maintaining the production process in association with others

Mathematical ideas and techniques by compressing media correctly to ensure images are at the right resolution

Problem-solving skills by testing the auto functions to confirm interactivity across different platforms

Use of technology by using computer hardware and software to create and test a CD-ROM/DVD

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	Evidence of the following is essential: Create an interactive CD-ROM/DVD that starts automatically and has no errors in any of the interactive functions Create TWO different interactive CD-ROMs/DVDs which start automatically, have no errors in any of the interactive functions and besides autorun they will link with a reader for computers without a reader installed Evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity
Context of and specific resources for assessment	Assessment must ensure: assessment may take place on the job, off the job or a combination of these. Off the job assessment must be undertaken in a closely simulated workplace environment

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	appropriate computer hardware and 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: direct questioning combined with 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.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Italicised wording in the Performance Criteria is detailed below.

Job specifications	Job sheets, batch processing orders, job specs
Interactivity	Hyperlinks, sound, movies, animation, pop-ups

Unit Sector(s)

Not applicable.

Competency field

Multimedia

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Multimedia

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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

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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

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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

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Evidence 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	

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Range Statement

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

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Competency field

Competency field	Maintenance and diagnostics

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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	

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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

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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

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Evidence 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.

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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	

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Co-requisite units

Co-requisite units		

Competency field

Competency field	Maintenance and diagnostics

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PSPPROC602B Direct the management of contracts

Modification History

Unit Descriptor

This unit covers management of contracts for strategic purchases to effectively minimise risks and achieve value for money to meet an organisations core objectives. It includes managing contract establishment, performance and evaluation.

In practice, directing the management of contracts may overlap with other public sector generalist and specialist work activities such as acting ethically, applying government systems, managing resources, managing client services, managing risk, etc.

This unit replaces and is equivalent to PSPPROC602A Direct the management of contracts.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements are the essential outcomes of the unit of competency.

Together, performance criteria specify the requirements for competent performance. Text in **bold italics** is explained in the Range Statement following.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 **Manage contract establishment**	1.1 The requirements of **contracts and strategic initiatives** are discussed, clarified, and agreed by all parties
	1.2 Responsibilities for establishing and carrying out

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	procedures are assigned to achieve contract outcomes
	1.3 Effective communication strategies and processes are established and implemented to assist ongoing communication between **stakeholders** and contractors
	1.4 Relationship management is undertaken at all levels of personnel involved in procurement and contract management
	1.5 Strategic relationships are established and managed to improve procurement capability and performance
	1.6 Risk management plans are updated in accordance with organisational policy and procedures
2 **Manage contract performance**	2.1 Progress of contracts is **monitored** against set targets and performance measures to ensure success of procurement activities
	2.2 Should monitoring find that set targets and performance measures are not being met, action is taken to rectify performance in a timely manner
	2.3 Advice and support are provided to solve problems, make improvements and maintain progress
	2.4 Opportunities to improve procurement outcomes are sought and negotiated with contractors
	2.5 Approvals are provided/gained for contract **variations** negotiated and agreed between the parties
	2.6 Opportunities are provided for stakeholders and contractors to have input into and receive feedback on progress during the performance contracts
3 **Manage contract evaluation**	3.1 Evaluation of contract performance is undertaken relative to planned performance measures and in consultation with stakeholders and contractors
	3.2 Where stakeholders and contractors do not agree, dispute resolution is undertaken in accordance with organisational policy and procedures

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3.3 Conclusions are detailed against agreed criteria to provide a complete picture of **performance of contractors**, the organisation's **procurement processes** and **value for money**

3.4 The performance of strategic initiatives is measured relative to planned outcomes in consultation with industry and other stakeholders

3.5 Lessons learnt from evaluations of contracts and strategic initiatives are documented in accordance with organisational requirements and used to continuously improve future procurement activities

3.6 Contractors and stakeholders are advised of evaluation outcomes in a timely manner in accordance with organisational guidelines

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the essential skills and knowledge and their level, required for this unit.

Skill requirements

Look for evidence that confirms skills in:

managing strategic relationships

reading and applying complex, formal documents such as contracts, legislation and guidelines and applying them to contract management and industry development

networking with diverse clients, contractors and end users

responding to diversity, including gender and disability

problem solving, including conceptual and reasoning skills

undertaking research and analysis

managing financial and other resources

measuring the performance of strategic initiatives

applying occupational health and safety and environmental requirements in the context of contract management

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

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Commonwealth/State/Territory Government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing guidance

aspects of law of contract, trade practices law, commercial law relating to contract management

probity principles and issues

government procurement environment

legal requirements of government contracting

financial rules and regulation requirements

implications of particular contracting arrangements

whole-of-life considerations

procurement management processes

equal employment opportunity, equity and diversity principles

cultural issues relating to contract management and industry development

relationship management at all different levels of personnel

public sector legislation including occupational health and safety and environment

Evidence Guide

The Evidence Guide specifies the evidence required to demonstrate achievement in the unit of competency as a whole. It must be read in conjunction with the Unit descriptor, Performance Criteria, the Range Statement and the Assessment Guidelines for the Public Sector Training Package.

Units to be assessed together	**Pre-requisite units** that **must** be achieved **prior** to this unit: **Nil** **Co-requisite units** that **must** be assessed **with** this unit: **Nil** **Co-assessed units** that **may** be assessed with this unit to increase the efficiency and realism of the assessment process include, but are not limited to: PSPETHC601B Maintain and enhance confidence in public service PSPLEGN601B Manage compliance with legislation in the public sector PSPGOV601B Apply government systems

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	PSPMNGT602B Manage resources PSPMNGT604B Manage change PSPMNGT606B Manage quality client service PSPMNGT608B Manage risk PSPPROC604A Plan for strategic procurement PSPPROC605A Coordinate strategic procurement PSPPROC606A Negotiate strategic procurement
Overview of evidence requirements	In addition to integrated demonstration of the elements and their related performance criteria, look for evidence that confirms: the knowledge requirements of this unit the skill requirements of this unit application of the Employability Skills as they relate to this unit (see Employability Summaries in Qualifications Framework) direction of contract management in a range of (3 or more) contexts (or occasions, over time) including 1 non-traditional procurement/finance activity such as a strategic initiative for industry development
Resources required to carry out assessment	These resources include: legislation, policy, procedures and protocols relating to contract management case studies and workplace scenarios to capture the range of situations likely to be encountered when directing the management of contracts
Where and how to assess evidence	Valid assessment of this unit requires: a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when directing the management of contracts, including coping with difficulties, irregularities and breakdowns in routine

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	direction of contract management in a range of (3 or more) contexts (or occasions, over time) including 1 non-traditional procurement/finance activity such as a strategic initiative for industry development Assessment methods should reflect workplace demands, such as literacy, and the needs of particular groups, such as: people with disabilities people from culturally and linguistically diverse backgrounds Aboriginal and Torres Strait Islander people women young people older people people in rural and remote locations Assessment methods suitable for valid and reliable assessment of this competency may include, but are not limited to, a combination of 2 or more of: case studies portfolios questioning scenarios authenticated evidence from the workplace and/or training courses
For consistency of assessment	Evidence must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments

Range Statement

RANGE STATEMENT

The Range Statement provides information about the context in which the unit of competency is carried out. The variables cater for differences between States and Territories and the Commonwealth, and between organisations and workplaces. They allow for

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different work requirements, work practices and knowledge. The Range Statement also provides a focus for assessment. It relates to the unit as a whole. Text in **italics** in the Performance Criteria is explained here.

Contracts and strategic initiatives may include	non-traditional procurement/finance activities
	strategic procurement activities such as industry development
	in-house option directives
	inter/intra-government agreements
	memoranda of understanding/memoranda of agreement
	public private partnerships
	purchases from suppliers
Stakeholders may include	end users
	customers/clients
	sponsors
	potential providers/suppliers
	current providers/suppliers
	technical or functional experts or advisers
	Federal, State/Territory and/or Local Government
	the organisation
	other public sector organisations
	employees
	unions or staff associations
	industry bodies
	local communities and society as a whole
	lobby groups, special user groups
Monitoring may involve	progress meetings
	visits to the contractor's premises
	provision of samples
	regular progress reports from the contractor
	independent audit
	end user feedback

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Contract variation may include	modification of: targets performance measures procurement plans resourcing monitoring and evaluation processes
Evaluation of contractor performance may include	strengths and weaknesses client acceptance of service delivery (client satisfaction) achievements in meeting delivery and completion dates compliance with other contractual requirements performance in relation to relevant policy objectives such as industry development, care for the environment, occupational health and safety, and affirmative action achievement of the contractor in developing Australian and New Zealand supply networks general relationships including effectiveness of communication at all levels performance of key technical personnel acceptability and cost of whole-of-life technical support including lead times and availability of spares and maintenance services achievements in innovation and quality improvement programs acceptability and suitability for future agreements including potential status as an approved contractor
Evaluation of the organisation's procurement processes may focus on	effectiveness of project management including the project plan and the responsibilities and accountabilities set out in it quality of the business case, as indicated by the achievement of planned outcome and the contribution to program objectives

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	effectiveness of contractor qualification processes
	value obtained in bid clarification and post-tender negotiation
	effectiveness of project management systems, focusing particularly on management information
	effectiveness of risk management
	methods for controlling variations in cost, time, quality and performance from the initial planning to completion
	adequacy of safeguards against fraud, error and impropriety
	incidence of material losses due to waste or inefficiency
	overall performance in terms of cost, time, service and quality
Value for money must reflect	whole-of-life program benefits
	residual values
	costs of parts
	servicing and maintenance
	industry benchmarks

Unit Sector(s)

Competency field

Procurement&Contract Management

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SITTVAF001A Provide venue information and assistance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide visitors with information on the venue's facilities 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 frontline service personnel working in a range of tourism, hospitality, entertainment and cultural venues. Provision of information and assistance is often face-to-face but may be by telephone or other remote mechanism. Customer service personnel working under supervision undertake this function, but the unit is also relevant to those working in operational roles where customer service may not be the main focus of work, e.g. animal handlers in a zoo or technicians in a theatre.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units

Nil

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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 Access and update information.	1.1 Source and access ***information on facilities and services*** available within the organisation according to organisational systems.
	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 facility and service knowledge***.

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ELEMENT	PERFORMANCE CRITERIA
2 Provide information about services and facilities.	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 to contribute to the profitability of business.
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

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 venue information and promotional material.

The following knowledge must be assessed as part of this unit:

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REQUIRED SKILLS AND KNOWLEDGE

- sources of information on the organisation's services and facilities
- typical information systems used within the different types of venues open to the general public
- organisation facilities, services and procedures, including for those with special needs, such as parking, exhibits, show times, retail outlets and special events
- available sources of advice and referral
- safety and emergency procedures for visitors, colleagues and self
- sources of venue customers in the relevant industry context
- roles of different departments within different types of venues.

Evidence 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 access appropriate information on services and facilities • ability to communicate information and assist visitors in a courteous and culturally appropriate manner • demonstration of skills on multiple occasions or in response to multiple requests to reflect 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 the appropriate interpersonal skills • use of current 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:

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EVIDENCE GUIDE

- direct observation of the candidate providing assistance and information
- case studies to assess ability to source a range of different types of information for different purposes
- written and oral questioning or interview to test knowledge of the sources of information and the role of information systems within the venue
- 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.

Information on facilities and services may relate to:

- opening hours
- access
- pricing
- ticket sales
- cloaking
- times of activities or events

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RANGE STATEMENT

- direction or location of facilities
- retail
- food and beverages
- facilities for those with special needs
- new activities, events or procedures
- operational changes
- promotional activities.

Opportunities to update and maintain facility and service knowledge may include reference to:

- staff noticeboards
- leaflets and brochures
- team meetings
- internal newsletters
- discussions with colleagues.

Feedback may be:

- formal, including surveys, interviews and structured questioning
- informal, including observation or casual discussion.

Unit Sector(s)

Sector Tourism

Competency field

Competency field Venue and Facility Operations

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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.

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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**

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		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

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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

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	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.

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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

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	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

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	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

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SITXEVT003A Process and monitor event registrations

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to process and monitor registration for any type of event.

No licensing, legislative, regulatory or certificate requirements apply to this unit at the time of endorsement.

Application of the Unit

Events are diverse in nature and are organised and administered in many different industry contexts. The underpinning principles of event management are consistent across these contexts and this unit is designed to apply to a broad range of events. It has particular relevance in the creative, hospitality, sport and tourism sectors within venues, event management organisations and professional conference organisers.

Registration processing and monitoring requires underpinning clerical and administrative skills combined with knowledge of specific event administration procedures. This function is undertaken by individuals working according to broader event management procedures and under guidance from others.

An individual achieving this unit would be expected to have a broad understanding of general event administration processes and principles to enable the transfer of skills across a range of different event types.

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.

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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 Process registration information.	1.1 Identify and confirm **mechanism** for recording **registration information** in consultation with appropriate colleagues.
	1.2 Receive, interpret and accurately process registration information according to agreed procedures and timelines.
	1.3 Use appropriate features of technology to maximise work efficiency and speed.
	1.4 Organise all registration information in a clear and logical way.
	1.5 Provide accurate and relevant event information to clients and colleagues as required.
	1.6 Prepare and issue **documents and other materials** according to event requirements.
	1.7 Identify and follow up on missing information within appropriate timelines.
2 Review and report registration information.	2.1 Monitor registration information and provide **attendance reports** to appropriate colleagues, clients and suppliers as required.
	2.2 Proactively identify issues or challenges emerging from attendance information and report accordingly.
	2.3 Take **action to address attendance issues** according to instructions and in consultation with colleagues.

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3 Finalise registration documentation.	3.1 Check and finalise registration documentation within agreed timelines. 3.2 Produce accurate and complete **final attendance documentation** in agreed formats and styles. 3.3 Distribute final registration documentation according to agreed procedures and within required timelines.

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 collate, organise and process a wide range of information from varied sources

problem-solving skills to address typical registration requirements, discrepancies and anomalies

communication skills to liaise with event attendees and colleagues on registration issues

literacy skills to interpret general event and specific registration documentation

numeracy skills to determine attendance numbers and relationship to venue or event capacity.

The following knowledge must be assessed as part of this unit:

overview knowledge of the event management process, such as key components for any type of event

event attendance procedures and systems, including current technological developments in the relevant industry context

impact and importance of accurate registration information for operational and services quality

issues and problems that arise in the event registration process

type of information and reports that assist in the event management process

different types of clients for different types of events and the associated impact on

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attendance administration.

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 accurately process registration information and to produce accurate attendance reports and related documentation knowledge of administration systems and procedures for recording and reporting event attendance demonstration of skills in registration processing and monitoring for more than one event production of work within commercial workplace time constraints.
Context of and specific resources for assessment	Assessment must ensure: project or work activities are conducted over a period of time to allow the candidate to demonstrate registration processing and monitoring for an event use of industry-current systems and technology.
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 documentation and reports prepared by the candidate in preparation for

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	an event evaluation of reports prepared by the candidate on the administrative process for an event, including challenges and responses written or oral questioning to assess knowledge of event administration procedures and material formats 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.

Mechanism for processing registrations may be:	automated manual.
Registration information may relate to:	payment status

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	details of pre-booked sessions travel and touring arrangements accommodation details special requests medical information further action required at site or venue.
Documents and other materials to be issued may include:	invoices credit notes receipts service vouchers tickets confirmation letters information or promotional packs sponsor advertisements.
Attendance reports may include information on:	numbers characteristics of attendees source of attendees progress towards attendance expectations.
Action to address attendance issues may include:	additional promotional activity targeting of specific groups holding of space for particular individuals or groups advice of change of venue.
Final attendance documentation may be:	attendance lists with basic details of attendees attendance lists with additional information, such as payment status and special requests name tags

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information satchels.

Unit Sector(s)

Cross-Sector

Competency field

Event Management

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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.

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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

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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

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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

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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

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	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

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Competency field

Event Management

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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

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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 ***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.

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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.

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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

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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

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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.

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:

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RANGE STATEMENT

- potential for attracting additional resources, such as sponsorship and co-hosting
- 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,

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RANGE STATEMENT

maintenance and disposal of event staging components.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Event Management

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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.

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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**

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	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

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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.

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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.

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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

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	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

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	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

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Competency field

Event Management

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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.

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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 ***crowd management***. 1.2 Identify and analyse ***general risks*** associated with gathering of large crowds to ensure the safety of personnel and participants. 1.3 Identify and analyse current and emerging ***situation-specific risks*** and assess for their impact on planning.

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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.

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ELEMENT	PERFORMANCE CRITERIA
	4.2 Identify and document safety needs of special populations in ***emergency situations***.
	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.

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Evidence 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

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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

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RANGE STATEMENT

- personal injury to attendees
- 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

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RANGE STATEMENT

	• professional indemnity • 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.

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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

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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.

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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**

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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.

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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.

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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:

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EVIDENCE GUIDE

SITXEVT009A Develop event concepts.

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.

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RANGE STATEMENT

Stakeholders may include:	• attendees, delegates, guests or participants • host organisation • 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

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RANGE STATEMENT

	controlled to ensure the safety and well-being of personnel and participants at the site • 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

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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,

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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 ***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.

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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.

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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

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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.

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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

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RANGE STATEMENT

- emergency services
- regulatory authorities.

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

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SITXEVT014A Develop conference programs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to develop conference programs.

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 responsible for the overall design of a conference program and is relevant to the full range of industry contexts. The unit is specialised in nature, and relates to conferences that include a significant business program. It requires the application of detailed knowledge of conference formats and options as well as a sound understanding of learning and development issues that impact on program design.

Meetings or conference managers, either internal or external to the sponsoring organisation, undertake this role. They work autonomously in consultation with others, and often under the overall guidance of an organising committee.

More general conference organisation skills are found in business units such as BSBADM503A Plan and manage conferences.

Licensing/Regulatory Information

Not applicable.

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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 Establish program requirements.	1.1 Analyse overall ***conference context***, ***scope and objectives*** in consultation with ***stakeholders*** to determine program parameters and balance.
	1.2 Develop and agree on ***specific program requirements*** in consultation with relevant stakeholders.
	1.3 Assess ***internal and external factors*** for impact on program design.

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ELEMENT	PERFORMANCE CRITERIA
2 Design conference program.	2.1 Develop overall conference format within known budget, venue and staging constraints. 2.2 Research, analyse and assess various options for different ***program components*** and investigate ways to incorporate innovative approaches. 2.3 Identify and integrate the use of appropriate ***technologies*** in program development. 2.4 Include activities that integrate ***educational***, ***learning and development principles*** appropriate to the target audience.
3 Finalise program details.	3.1 Create cohesive program by integrating all program components. 3.2 Present proposed conference program to appropriate stakeholders within required timeframe. 3.3 Negotiate program details with stakeholders and gain appropriate approvals. 3.4 Initiate appropriate actions in relation to dissemination and publication of conference program.

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 interrogate wide-ranging and complex information sources to develop options for different conference program components
- critical thinking skills to analyse, assess and distil program options to best meet conference objectives
- communication skills to consult and reach agreements with stakeholders on program details and to present program information
- literacy skills to research and interpret complex information
- numeracy skills to work with conference schedules and timing issues.

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REQUIRED SKILLS AND KNOWLEDGE

The following knowledge must be assessed as part of this unit:

- typical conference session formats, and the features, advantages and disadvantages of different options
- scheduling options and issues for conferences of varying durations
- links between different program components and how these affect program design
- needs of different segments of the market (e.g. corporate, associations and government) in relation to conference activities
- range of options for conference staging, including key staging components, room layouts and current technologies
- educational, learning and development principles, including learning principles for different groups, varying learning styles and features of learning materials
- features of academic abstracts and how these are used.

Evidence 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 design a practical conference program to meet overall objectives and needs of the target audience within budgetary guidelines • detailed knowledge of the range of options available to conference organisers in terms of venues, staging, format, and pre and post-touring components • development of a program for at least one conference that is actually held.
Context of and specific resources for assessment	Assessment must ensure: • involvement of a sponsoring organisation or individual with whom the candidate must liaise • use of current industry information sources and technology to develop conference program option.

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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: • project to develop a program for a conference • case studies or projects to assess knowledge of programming for different types of conferences • 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: SITTPPD003B Source and package tourism products.
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.

Conference context, scope and objectives may relate to:	• current local, national and international industry or community issues and activities • profile of the host organisation

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RANGE STATEMENT

- internal organisation objectives and development needs
- wider industry development needs
- current and emerging research
- characteristics of desired delegates
- required timing and dates for conference.

Stakeholders may include:

- clients
- organising committees
- management
- industry associations
- event-specific practitioners, such as medical practitioners at a medical conference
- community organisations.

Specific program requirements may relate to:

- program duration
- keynote speakers and facilitators
- learning and development focus
- balance of social and business program.

Internal and external factors may include:

- speaker or facilitator availability
- venue-related issues
- current and emerging industry trends
- emerging research.

Program components may include:

- business program, such as:
  - plenary sessions
  - workshops and break-out sessions
  - remote components
- breaks
- catering
- links with other parallel events
- social program
- pre and post-touring elements.

Technologies may relate to:

- ways to enhance presentations
- remote conferencing options

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RANGE STATEMENT

	• venue requirements • delivery of program information to delegates.
Educational**, **learning and development principles may relate to:	• principles of adult learning • different learning styles of particular groups • key principles in developing learning materials and designing educational experiences • use of interpretive techniques • action and experiential learning.

Unit Sector(s)

Sector Cross-Sector

Competency field

Competency field Event Management

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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.

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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.

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	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:

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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.

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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.

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Range Statement

RANGE STATEMENT

The range statement 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.

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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.

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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

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Competency field

Event Management

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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

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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.

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		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,

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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

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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

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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.

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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.

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Unit Sector(s)

Cross-Sector

Competency field

Event Management

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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

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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

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		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

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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

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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

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	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.

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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

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	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

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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.

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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 ***potential impact*** of ***multi-venue operations*** through analysis of ***event scope and complexity***. 1.2 Analyse ***specific risks associated with multi-venue events***. 1.3 Integrate ***multi-venue considerations*** into ***broader event management structures and processes***.
2 Conduct multi-venue	2.1 Identify broad parameters for venue selection based on

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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

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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	Assessment must ensure:

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EVIDENCE GUIDE

resources for assessment

- 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.

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Range Statement

RANGE STATEMENT

The range statement 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.

Potential impact of multi-venue operations may relate to:	• human, financial and physical resources • operational complexities • safety • management and operating structures.
Multi-venue operations may include:	• sporting events • festivals • conferences.
Event scope and complexity 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.
Specific risks associated with multi-venue events may include:	• delays • communication issues • consistency of presentation and standards • security complications • crowd control • expansion in number of contractors and associated management requirements.
Multi-venue considerations may relate to:	• distances between venues • comparative venue standards and facilities • distances from venues to other facilities.
Broader event management structures and processes may	• overall event management structures • specific event objectives

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RANGE STATEMENT

include:	• budget • 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

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Competency field

Competency field Event Management

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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

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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 strategies for systematic maintenance, repair and purchase of physical assets.	1.1 Develop strategies for managing ***physical assets*** 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 ***OHS requirements*** 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 ***practices to support environmental sustainability*** into physical asset management practices.

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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.

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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

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EVIDENCE GUIDE

	• development of asset management strategies and 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.

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Range Statement

RANGE STATEMENT

The range statement 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.

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RANGE STATEMENT

Specifications may include:	• information on general business context • 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

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SITXHRM004A Manage volunteers

Modification History

Not applicable.

Unit Descriptor

Unit descriptor This unit covers the performance outcomes skills and knowledge required to recruit and retain volunteers.

Application of the Unit

Application of the unit This unit applies to individuals working in any industry who need to manage volunteer involvement in business or community activities. It is particularly relevant in the community, cultural, sporting and tourism sectors where volunteers feature prominently as part of the workforce both as part of one-off events and ongoing industry activities.

The unit applies to the whole process of volunteer management, including confirming need, establishing the recruitment program and monitoring implementation. It requires a range of critical thinking, communication and people management skills combined with sound knowledge of specific volunteer management issues. Individuals with managerial responsibility undertake this role.

Licensing/Regulatory Information

Not applicable.

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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, determine and define needs for volunteer involvement.	1.1 Determine and evaluate volunteer requirements based on analysis of relevant ***human resource information*** and consultation with relevant stakeholders. 1.2 Assess ***benefits***, ***costs and risks*** to the organisation or project of volunteer involvement. 1.3 Establish and assess the requirements and impacts of ***relevant legislation and industry codes***. 1.4 Define overall ***volunteer roles*** according to specific organisational or project requirements.

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ELEMENT	PERFORMANCE CRITERIA
2 Undertake volunteer recruitment.	2.1 Develop appropriate ***position descriptions*** based on review of volunteer roles. 2.2 Establish and incorporate ***volunteer rewards*** into the recruitment program. 2.3 Communicate and delegate responsibility for volunteer coordination to relevant parties according to specific workplace requirements. 2.4 Identify key ***target areas*** from which volunteers might be recruited.
3 Maximise volunteer retention.	3.1 Assist in developing a climate of recognition and support for volunteers through ***representation in the wider environment***. 3.2 Identify and incorporate individual requirements of volunteers into work role design. 3.3 Arrange suitable induction and training for volunteers to ensure work roles, rights and responsibilities are clearly understood.
4 Ensure a positive experience for volunteers.	4.1 Liaise with volunteers regularly to monitor experience from both organisation and volunteer perspective and identify any areas of concern. 4.2 Identify and evaluate areas of concern and initiate follow-up action. 4.3 Identify and incorporate consideration of volunteer ***social and other motivations*** in work design programs.

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:

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REQUIRED SKILLS AND KNOWLEDGE

- critical thinking skills to research and evaluate various aspects of volunteer recruitment and management
- communication and leadership skills to provide support to volunteers
- literacy skills to develop volunteer documentation, such as position descriptions
- numeracy skills to estimate numbers of volunteers.

The following knowledge must be assessed as part of this unit:

- social, political, cultural and historical issues that affect volunteering
- contribution made by volunteers in the relevant industry or community sector, and more broadly in Australian society
- motivational patterns of volunteers
- benefits, costs and risks of using volunteers
- human resource management practices and principles as they apply to volunteer management, including:
  - defining broad work roles and position descriptions
  - recruitment methods
  - training requirements
  - relevant industrial awards and agreements
  - links to broader organisational or project strategies
- insurance issues that impact on using a volunteer workforce
- features of legislation that impact on volunteer management, including equal employment opportunity (EEO), workplace relations, OHS and 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, 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 the specific issues that affect the management of a volunteer workforce • evaluation of reports prepared by the candidate analysing volunteer management case studies

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EVIDENCE GUIDE

- ability to research, evaluate and implement a volunteer management program
- development and management of at least one volunteer program for a business or community activity.

Context of and specific resources for assessment

Assessment must ensure:

- project or work activities conducted over a period of time to allow for ongoing monitoring aspects of managing volunteers to be assessed
- use of industry-current technology and documentation in the volunteer management 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 volunteer programs established or run by the candidate
- questions to assess knowledge of specific issues associated with volunteer management
- 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.

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Range Statement

RANGE STATEMENT

The range statement 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.

Human resource information may include:	• organisational human resource plans • operational plans • event information.
Benefits, ***costs and risks*** may include:	• financial • community engagement • community cultural development • risks of using untrained or partially trained staff • impact on the paid workforce.
Relevant legislation and industry codes may include:	• OHS • consumer affairs • EEO • organisation articles of association • professional association regulations • company codes and guidelines.
Position descriptions may include information on:	• required knowledge • skills and attributes • responsibilities • accountability • commitment • rewards • reimbursement of costs • uniform.
Volunteer rewards may include:	• free admittance to games, competitions or events • free or discounted merchandise • opportunities for social interaction • community involvement • skill development

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RANGE STATEMENT

	• pathway to employment.
Target areas may include:	• past and present membership • family and friends • local community and community groups • volunteer agencies • unemployed people • service organisations.
Representation in the wider environment may include:	• providing input to organisation's overall human resource plan • promoting the benefits and value of volunteers to colleagues.
Social and other motivations may relate to:	• socialisation • enjoyment • loyalty • desire to do something different • support of family members and friends • meet new people • break from routine • sense of involvement • learn new skills • increased self-esteem • pathway to employment • travel • acknowledgment • status.

Unit Sector(s)

Sector Cross-Sector

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Competency field

Competency field Human Resource Management

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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.

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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**

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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

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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

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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

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EVIDENCE GUIDE

	of brochures and marketing materials • 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

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RANGE STATEMENT

environments and situations that may affect performance. Bold italicised wording in the 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	• size

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RANGE STATEMENT

specifications must include:

- number of colours
- type of paper
- 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

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SRXFAC009B Plan, develop and commission facility development

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 establish the need and requirements for facility development and to plan and facilitate that development.

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 establish the need and requirements for facility development and to plan and facilitate that development.

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

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Element	Performance Criteria
1 **Commission improvements to a facility**	1.1 Gather information and data from the monitoring of operations to indicate the need for an increase or decrease in specific facility areas
	1.2 Make recommendations for **development of facilities** and equipment to the appropriate person in a form suitable to their needs and response and within the specified time
	1.3 Analyse and evaluate the disruptions to the service in carrying out improvements and take measures to minimise inconvenience
	1.4 Ensure planned improvements bring the facility up to a standard suitable for its purpose and all relevant health and safety requirements
2 **Establish the need for a new facility**	2.1 Identify user groups and collect background **information** on their needs
	2.2 Establish user groups requirements for the **facility** using consultation mechanisms
	2.3 Consider service trends and developments and identify current or predicted obstacles and **resources** for the new **facility**
	2.4 Undertake negotiations with and between user groups and other levels of government to establish priorities for the **physical requirements** of the **facility**
	2.5 Record all relevant information and keep up-to-date
	2.6 Compare the results of the needs analysis with the aims, objectives, values and **work environment** required by the organisation to determine consistency
	2.7 Determine initial siting of the **facility** based on outcomes of the negotiations and estimate and propose the budget for the new **facility**
3 **Prepare a plan of the facility**	3.1 Make decisions on the **process** to be followed for developing the **facility**

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	3.2 Undertake negotiations with **relevant bodies** regarding the acquisition of **resources**
	3.3 Develop a financial plan for the **facility** taking into account financial constraints of user groups
	3.4 Seek funds for the **facility** (if necessary)
	3.5 Review initial **requirements** in light of the available funds and **resources**
	3.6 Identify and prepare **requirements** for **tender and brief** as required
4 **Negotiate a design brief**	4.1 Base the **brief** on an analysis of need, constraints, available **resources** and policy
	4.2 Ensure that the **brief** identifies the optimum location for the **facility**, completion date and the purposes for which it will be used
	4.3 Demonstrate how the **brief** itemises all necessary **requirements** for the user group
	4.4 Ensure that the **brief** itemises any aspects of health and safety which will have to be addressed
	4.5 Demonstrate how the **brief** can be realised within available budgets and is acceptable to all interested **parties**
	4.6 Carry out negotiations with sensitivity and in a way likely to maintain the goodwill of all those involved while obtaining value for money for the organisation
5 **Work with others to finalise plans**	5.1 Agree on a time scale and budget for the completion of plans
	5.2 Correspond plans to the original **brief** with the constraints of budget and technical limitation
	5.3 Demonstrate how plans meet with the agreement of any interested **parties** and are consistent with recognised standards
	5.4 Ensure plans correspond to approved values and **organisation policies and procedures**

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		5.5 Carry out joint work in a manner which optimises available time and **resources** and fosters a collaborative working relationship
		5.6 Ensure agreements reached include implementation plans at the necessary level of detail and are in line with known strategy
		5.7 Maintain records of negotiations and agreements that are accurate, complete, legible and pass on to the appropriate authority
		5.8 Obtain any planning and other required permissions necessary to carry out the work
6	**Support others in realising the plans**	6.1 Review and agree upon a time scale for completion of the project with all those involved
		6.2 Establish and agree upon responsibilities for all aspects of the project
		6.3 Establish and agree on means of checking progress and dealing with contingencies
		6.4 Complete all aspects of project within own area of responsibility within schedule and budget
		6.5 Take the necessary remedial action promptly in the event of over-runs, overspends or departures from the original plans
7	**Develop management structures for the facility**	7.1 Determine management structures which are appropriate to the purpose and use of the **facility**
		7.2 Develop policy and procedures for the use of the **facility** in consultation with key user groups
8	**Review and evaluate development of the facility**	8.1 Undertake ongoing monitoring of the development **process,** consistent with agreed role of **stakeholders**, to ensure agreed user **requirements** are met
		8.2 Review the development **process** and outcomes at the completion of the **facility**
		8.3 Monitor the functionality of the facility regularly in consultation with key user groups
9	**Check and approve the**	9.1 Ensure the **facility** conforms to the original plans

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completed facility	or variations approved by interested **parties** 9.2 Raise any concerns over discrepancies with the supplier for clarification and explanation 9.3 Ensure that the **facility** conforms to relevant standards and **legislation** 9.4 Ensure the **facility** is only accepted when all conditions have been met

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 processes involved in establishing the need for facilities and in planning and developing plans for facilities Assessment of performance should be over a period of time covering one category of facility development and all relevant associated categories from the remaining Range Statements that are applicable in the learners environment In particular, assessment must confirm the ability to determine user group needs and trends within the industry negotiate design briefs develop a tender brief cost a tender brief liaise with all relevant stakeholders

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establish budgets for the facility development

respond to overspends and over - runs

check completed work

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

SRXRES005B Achieve an efficient use of resources

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

User group needs and techniques to identify and determine them

Current service trends and developments

Organisation strategic plan, aims and objectives

Organisation priorities

Organisation financial plan and methods of estimating costs

Facility management

Tender legislation and regulations, contractual obligations and relevant legislation

Methods to develop and cost a brief

Current recognised standards in relation to recreational facilities and sources of information on relevant national standards

Methods of monitoring and evaluating progress

Methods of establishing budgets within technical restraints and to work within

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	allocated budgets and time scales
	Remedial action in the case of over - runs and overspends
	Required skills
	Consulting with various representatives
	Identification of sources of conflict and application of methods to overcome these
	Negotiation with stakeholders
	Ability to develop realistic action plans
	Mathematical assessment of tenders and budget
	Monitoring and assessing/reviewing
	Realistic and equitable allocation of responsibilities
Resource implications	Physical resources - assessment of this competency requires access to
	a work environment requiring facility development
	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 the complexity of planning a facility, this unit of

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	competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to establishing the need and requirements for facility development and planning and facilitating that development
Context for assessment	This unit of competency must be assessed in the context of a sport or recreation facility. For valid and reliable assessment the sport or recreation facility should closely replicate those found in the work environment. The facility 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 COMPETENCIES

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	3	2	2

These levels do not relate to the Australian Qualificatio

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ns 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 background information on identified user groups

Communicating ideas and informatio

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n - Negotiating with relevant bodies regarding the acquisition of resources

Planning and organising activities - Planning the sequence of steps to finalise project

Working with teams and others - Working with a range of people including contractors, local residents and user groups

Using mathematical ideas and techniques - Calculating and monitoring budgets for project

Solving problems -

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Dealing with budget/time over-runs	
Using technology - Using a project management software package to track project	
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	CATEGORIES
Development of facilities	[one category] may include new major community facility small community centre renovation to existing facility or structure extensions to existing facility or structure

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Information	[one category] sources surveys written/published material interviews or meetings
Legislation	[all categories] State/Territory statutory requirements local laws, by - laws, ordinances and policy
Organisation policies and procedures	[all categories] criteria for use and priority access fee structures opening hours
Parties	[five categories] to be negotiated with suppliers architects planners potential users local residents engineers consultants managers to work with suppliers architects planners potential users local residents managers
Physical requirements	[four categories] storage

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	layout
	loud/quiet areas
	wet/dry areas
	clean/dirty areas
	disabled access
	equipment specific to technical requirements of controlling bodies, eg, international/national sporting organisations
Process	[one category]
	order of tender/design/costing/approvals
	when/whether to appoint architects/builders
Relevant bodies	[one category]
	government departments
	developers
	community groups
Requirements	[all categories]
	management structure and auspice
Resources	[two categories]
	land
	building
	equipment
Siting of the facility	[all categories]
	takes into consideration
	local/regional facility
	transport routes
	topography
	nature of neighbourhood/facility
Stakeholders	[all categories]
	users/clients
	organisation staff
	elected members

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	other interested parties
	government departments
Tenders and briefs	[all categories]
	decisions on layout/allocation of funds in design process involvement in selection for brief and tender
Work environment	[all categories]
	varies with respect to
	size of the organisation
	location
	organisation structure
	nature of the service provided
	resources available

Unit Sector(s)

Not applicable.

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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

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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**

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	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

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		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:

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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

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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

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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

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	assessment purpose and context
Processes that could be used as evidence include:	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

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	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
Specific evidence requirements must include:	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**

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Range Statement

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

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	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,

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	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,

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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

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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

All component parts of the competency standards refers to:

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

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	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:

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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

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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

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	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, polices 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

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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

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	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

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Unit Sector(s)

Not applicable.

Competency Field

Assessment

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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.

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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.

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

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	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

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		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.

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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

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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 polices and procedures established by the organisation

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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

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	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

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	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:

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	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

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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, polices and procedures

Assessment system policies and procedures may include:

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

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	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

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	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

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	of assessment instruments and assessment conditions
Reasonable adjustment must not compromise the integrity of the competency standard 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
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

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	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

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	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

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	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

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	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

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	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

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	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

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	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

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TAADEL401B Plan and organise group-based delivery

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to plan and organise training for individuals within a group.

Application of the Unit

This competency involves developing a delivery plan that is used by the trainer/facilitator to guide and manage delivery to a group. It encompasses interpreting the learning environment and delivery requirements for the identified group of learners, developing session plans, and preparing and organising the resources required.

The delivery plan is based on a documented learning program and provides a context specific plan for implementation.

The competency of designing and developing learning programs is separately addressed in **TAADES402B Design and develop learning programs**.

In some situations the learning program and delivery plan may be developed concurrently while in other circumstances the delivery plan is developed separately. Where the application is concurrent co-learning and/or co-assessment of these two units is recommended.

The planning and organising of group delivery is essential to the effective conduct of group delivery/facilitation which is also addressed as a unit of competency in **TAADEL402B Facilitate group-based learning**. While these two units are discrete, co-learning and assessment are strongly recommended. Both units are written from the perspective of a face-to-face delivery mode in a learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning. Other units in the Delivery and Facilitation Field of the **TAA04 Training and Assessment Training Package** address other modes of delivery and learning contexts.

Throughout this unit the learner refers to the individuals in the group being trained/participating in a learning process; not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, vocational education and training teachers and training consultants.

Licensing/Regulatory Information

Not applicable.

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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 **Interpret the learning environment and delivery requirements**	1.1 The **learning context** is established and the **organisational arrangements** for delivery are confirmed
	1.2 The **learning program** documentation is accessed, read and interpreted to determine delivery requirements
	1.3 Group and individual **learning needs** and **learner characteristics** are identified using available **information and documentation**
	1.4 **Processes** to identify **learner support requirements** are undertaken
	1.5 **Constraints** and **risks** to delivery are identified and assessed
	1.6 **Personal role and responsibilities** in the planning, delivery and review of training are confirmed with **relevant personnel**
2 **Prepare session plans**	2.1 Specific **learning objectives** and assessment activities (where required) are refined in accordance with learning program requirements

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		and specific needs of individual learners
		2.2 Ideas for managing the delivery are generated using knowledge of **learning principles and learning theories** and reflect the learning needs and characteristics of the group
		2.3 Existing **learning resources**, **learning materials** and documented **learning activities** identified in the learning program are evaluated and selected for use in the specific delivery context
		2.4 **Session plans** are developed and documented for each segment of the learning program to be addressed
3	**Prepare resources needed for delivery**	3.1 Selected existing learning resources, learning materials and learning activities are modified and contextualised for the particular group
		3.2 Additional new, relevant and engaging learning activities and associated learning materials are developed and documented to meet specific session requirements based on the application of learning principles and **learner styles** of individuals and the group
		3.3 All learning materials required by learners are finalised and organised in time for delivery
		3.4 **Specific facility, technology and equipment needs** for each session are identified and organised in time for delivery
		3.5 **Additional resourcing to meet identified learner support needs** is identified and organised, where required, in time for delivery
		3.6 The overall **delivery plan** is confirmed with relevant personnel

Required Skills and Knowledge

Not applicable.

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Evidence 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 that they have planned and organised training for a group of learners to be trained in a face-to-face learning environment.

Evidence should show that candidates can develop a delivery plan that incorporates: interpreting a specific learning environment; interpreting an existing learning program to develop and document specific training sessions that address a whole or part of a learning program and which reflect the needs and characteristics of a specific learner group; selecting and modifying existing learning resources, learning materials and learning activities and developing new learning materials and learning activities; planning and organising the resources required in delivery.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, including:

learning needs to be learner-centred

the learning process needs to support increasing learner independence

emphasis is on experimental and participative learning

use of modelling

the learning process needs to reflect individual circumstances and needs

adults have a range of life experience which they can connect to learning

adults have a need to know why they are learning something and its benefits

adults have a need to be self-directing

a sound knowledge of learner styles, for example:

auditory

visual

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kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

an introductory knowledge level of learning theories, for example:

cognitive learning theory

andragogy

pedagogy

information processing

behavioural learning theory

learner profile including characteristics and needs of learner group/learner target group

learning program design and structure and content

how to structure and develop session plans

the availability, types and content of relevant existing learning resources and learning materials

how to develop new learning materials and learning activities

the industry area/subject matter of the delivery, for example:

the relevant industry competency standards

the specific topic/subject/unit content

specific areas of content knowledge as defined in the learning strategy or learning program

basic instructional design principles, for example:

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sequencing information

providing opportunities for practise

different delivery methods and techniques appropriate to face-to-face delivery

the availability and sources of specific resources, equipment and support services for learners with specific needs

organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, including:

competency standards

licensing

industry/workplace requirements

duty of care under common law

OHS

recording information and confidentiality requirements

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

emergency procedures

sources of OHS information

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Required skills and attributes include:

planning and organisational skills to:

reflect the group and individual learning needs and learner characteristics within session plans

incorporate relevant/modified learning objectives and assessment methods (where required) in session plans

determine the structure and time requirements for each session

identify specific facility, technology and equipment needs for each session

literacy skills to:

document the delivery plan, prepare or customise learning activities

prepare or customise learning materials such as handouts and information sheets

read and interpret learner information

technology skills to:

use computers to produce documents, prepare presentations e.g. PowerPoint and communicate through email and the web

time management skills to:

determine time allocations for each part of the session plan

determine overall session time

determine how many sessions may be required

schedule training sessions

reflection skills to:

identify areas for improvement

maintain own skill development

recognising and being sensitive to individual difference and diversity, for example:

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	being sensitive to and valuing culture acting without bias/discrimination responding to individuals with particular needs recognising the importance of religion
	ensure the correct industrial relations climate of the learning environment
Products that could be used as evidence include:	documented delivery plan individual session plans forming part of the delivery plan feedback forms from learners on quality/effectiveness of delivery planning modified/contextualised learning resources and learning materials new learning materials and documented learning activities
Processes that could be used as evidence include:	how the learning program was interpreted how responsibilities were identified and clarified why sessions were planned as documented how ideas for delivery were generated how individual learning needs were managed in the planning and organising process
Resource implications for assessment include:	access to relevant learning programs access to relevant learning resources and learning materials access to real or simulated learning environment that addresses organisational requirements of this unit
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

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	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 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:	the ability to transfer skills to different training environments and learner groups
	evidence of the preparation of a minimum of two delivery plans:
	one of these delivery plans must address a learning program that is linked to competency standards or an accredited curricula
	one delivery plan should address the whole or substantial part of a learning program and contain session plans for a series of training sessions
	assessment must also include evidence of both developing and contextualising learning activities for the delivery plan and of developing new learning materials such as handouts, overheads, etc., and organising the material and physical requirements for delivery
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:
	TAADEL402B Facilitate group-based

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	learning **TAADES402B Design and develop learning programs**.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. **Bold italicised** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 contextincludes:	where the learning will occur, for example: in the workplace in a simulated work environment in the training room/classroom in specialist environments - e.g. laboratory/ computer room in an external venue in an internal venue in a community setting
Organisational arrangementsmay include:	finalising specific location/s or venue/s for delivery coordinating locations enrolment procedures scheduling requirements size of group special equipment or technology needs providing for specific needs of the learners investigating the learning environment to identify, assess and control occupational health and safety (OHS) risks allowable time for training management expectations

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	people to be involved
	reporting requirements
	access issues, e.g. to work practice environment
A **learning program** may include:	a subset of a learning strategy
	a short course/vocational program
	a professional development program
	a community education program
	a workplace learning program
	part of a VET in Schools program
	part of an apprenticeship/traineeship
	a short-term development plan developed by a coach
	a short-term induction program
Alearning programprovides a documented guide to support a cohesive and integrated learning process for the learner and includes:	the competencies or other benchmarks to be achieved
	the specific learning outcomes for each chunk or segment of the learning program
	an overview of the content to be covered in each chunk/segment of the learning program
	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
	delivery methods for each chunk/segment of the learning program
	OHS issues to be addressed in delivery
	identification of assessment points to measure learner progress
	assessment methods and tools to be used to collect evidence of competency, where assessment is required
Learning needsmay be:	a competency or group of competencies
	aspects of competency such as skills, knowledge or technical applications

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	skills in operating specific equipment
	generic skills development
	personal development and growth
	English language, literacy and numeracy
	underpinning skills
Learner/srefers to:	existing industry/enterprise employees
	school leavers
	new entrants to the workforce
	apprentices/trainees
	individuals learning new skills/knowledge
	individuals seeking to upgrade skills/knowledge
	individuals changing careers
	unemployed people
	learners who have a disability
	members of target groups such as Aboriginal and Torres Strait Islander communities
	overseas learners
	recent migrants
	individuals/groups meeting licensing or other regulatory requirements
Learner characteristicsmay include:	language, literacy and numeracy requirements
	specific needs, physical or psychological
	preferred learning styles
	employment status
	past learning experiences
	level of maturity
	cultural background and needs
	level of formal schooling in Australia or overseas
	length of time resident in Australia
Information and documentationmay include:	enrolment information
	employee/personnel records (confidentiality

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	protected)
	results of organisational training needs analyses
	outcomes of RCC/RPL assessments
	communication with individual learners
Processesmay be formal or informal, **and may include**:	analysing learner information on enrolment forms
	discussions with learners to identify learning support needs
	observation of the learners
Learner support requirementsmay include:	support arrangements for meeting disability needs
	support arrangements for meeting cultural needs
	support arrangements for meeting language, literacy and numeracy needs
Constraintsmay include:	access to industry experts
	access to workplace
	access to practice opportunities
	cost of training
	time required/available for delivery
	scheduling difficulties
	consideration of appropriate groupings of learners and meeting learner needs/characteristics
Risksmay include:	OHS considerations
	inappropriate location
	inadequate equipment/technology/resources
	capacity to meet learner needs and characteristics
Personal role and responsibilitiesmay include:	responsibility for planning and organising provision of parts of the relevant learning strategy, or learning program or parts of the learning program
	responsibility for planning and organising provision of a specific number of sessions

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	planning and organising the availability of relevant learning materials
	relationships with other trainers/facilitators
	arrangements for assessment
	reporting arrangements
Relevant personnelmay include:	own supervisor
	other trainers/facilitators
	other workplace supervisors
	workplace management
	industry personnel
	OHS representatives
	English language, literacy and numeracy specialists
Learning objectivesmay relate to:	competencies to be achieved by learners
	learning outcomes
	individual/group objectives
	generic and/or technical skills
Learning principlesinclude:	adults have a need to be self-directing
	adults have a range of life experience, and connecting learning to experience is meaningful
	adults have a need to know why they are learning
	training needs to be learner-centred to engage learners
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling
	reflecting individual circumstances
Learning theoriesmay include:	behavioural learning theory
	information processing theory
	cognitive learning theory
	constructivist

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	situational
	problem-based
	andragogy
	pedagogy
Existinglearning resourcesmay include:	Training Packages 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
	other published, commercially available support materials for Training Packages/courses
	organisational learning resources
	competency standards as a learning resource
	videos
	CDs and audio tapes
	references and texts
	manuals
	record/log books
	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
Learning materialsmay include:	handouts for learners
	worksheets
	workbooks
	prepared case studies
	prepared task sheets

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	prepared activity sheets
	prepared topic/unit/subject information sheets
	prepared role-plays
	prepared presentations and overheads
	prepared scenarios, projects, assignments
	materials sourced from the workplace, e.g. workplace documentation, operating procedures, specifications
	prepared research tasks
Learning activitiesmay include:	discussions
	role-plays
	written activities/tasks
	case studies
	simulation
	audio or visual activities
	demonstration
	practice, e.g. practicum or supervised teaching/facilitation
	individual activities/projects/assignments
	group activities/projects/assignments
	workplace tasks
	research
	problem-based tasks
	thinking skills exercises
	question and answer
	working through self-paced materials
	games
Session plansmay include:	introductions
	outline of objectives/content to be addressed
	ice breakers to be used
	delivery methods for each part of the session
	plan of learning activities to be used within the session

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	timelines/duration for each learning activity formative assessment points/opportunities learning materials required summary/overview/wrap up
Learner stylesmay include:	auditory visual kinaesthetic left/right brain global/analytical theoretical activist pragmatist reflective
Specific facility, **technology and equipment needsmay include**:	specific location/room availability of appropriate furniture adequate lighting comfortable seating and temperature overhead projector computer hardware and software video equipment audio equipment technical machinery/equipment working tools scientific laboratory and equipment
Additional resourcing to meet identified learner support needsincludes:	providing referrals to internal services such as language, literacy and numeracy support unit or individual learning unit providing referrals to external services such as community language, literacy and numeracy program, disability support service, counselling support, etc. incorporating techniques such as modelling/demonstrating, chunking, visual/diagrammatic, opportunities to practise skills, peer support, and repetition

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	drawing on range of resources from first language, including peer support
	ensuring appropriate physical and communication supports are available
	listening to problems and helping within own area of responsibility and/or knowledge
	building required knowledge and skills using support materials
A **delivery planmay include**:	individual/group learning objectives or outcomes for the segment of the learning program to be addressed
	number of learners and their specific support requirements
	content of sessions as specified in the session plans
	timelines/duration of activities within sessions
	learning resources, learning materials and learning activities to be used in sessions
	other resource and equipment requirements
	OHS considerations, including:
	incident or hazard reporting
	emergency procedures

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADEL402B Facilitate group-based learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate learning by individuals within a group.

Application of the Unit

The competency of delivering training and facilitating learning to a group involves preparing, guiding supporting and managing learners using a range of delivery methods, knowledge, skills and behaviours that enhance learning.

It also includes the skills needed to support and manage interactions with and between individuals in a group. The competency of individual facilitation is addressed by a separate unit of competency - **TAADEL403B Facilitate individual learning**.

The vocational outcomes and performance requirements of this unit are set in the context that the learning outcomes to be achieved are defined and documented through a learning program (**TAADES402B Design and develop learning programs)** and the organisational arrangements to support delivery have been previously determined (**TAADEL401B Plan and organise group-based delivery).** The focus of the group facilitator is on guiding and supporting learners progress towards the learning outcomes/competency to be achieved.

The skill of group facilitation, which is not linked to specified learning outcomes, is also addressed in this Training Package through **TAATAS504B Facilitate group processes**. The competency defined in that unit focuses on facilitating a group to determine its own outcomes.

Co-learning and assessment with **TAADEL401B Plan and organise group-based delivery** is strongly recommended where both these competencies are required. Both units are written from the perspective of a face-to-face delivery mode within an off-the-job learning context such as a training room, classroom, meeting room, community setting or any location a group can access which is safe, relevant and conducive to learning.

Throughout this unit the learner refers to the individual participating in the group learning process, not the candidate undertaking this unit.

The competency specified in this unit is typically required by trainers/facilitators, teachers and training consultants.

Licensing/Regulatory Information

Not applicable.

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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 an environment conducive to group learning**	1.1 The **learning program** and **delivery plan** are read and interpreted to identify and confirm delivery requirements for the specified session
	1.2 Availability of **all resource needs** is confirmed prior to commencement of session/s
	1.3 Outcomes of **learner recognition processes** are obtained from **relevant persons** to provide flexible responses to **individual learner needs**
	1.4 The learning program/segment of the learning program is introduced and **objectives, expectations and requirements** including occupational health and safety (OHS) are discussed, clarified and agreed
	1.5 A learning facilitation relationship is established between trainer/facilitator and the group using **appropriate oral communication and language skills** and **interpersonal skills**
	1.6 Relationships with and between learners are initiated which support inclusivity, acknowledge diversity and enable a positive learning

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		environment
2	**Deliver and facilitate training sessions**	2.1 Interactions with learners are based on the application of **learning principles** in accordance with **learner styles** and identified **learner characteristics**
		2.2 Each training session is conducted in accordance with **session plans** but modified where appropriate to meet the needs of the learners
		2.3 All **resource requirements** for delivery are addressed and the **diversity** of the group is used as another resource to support learning
		2.4 **Generic skills** relevant to the learning objectives are addressed in delivery
		2.5 A range of **delivery methods** are employed and **appropriate technology and equipment** are used as training aids to optimise the learner experience
		2.6 Opportunities for practice and formative assessment are built into the delivery, where assessment is required
3	**Demonstrate effective facilitation skills**	3.1 **Presentation skills** are used to ensure the delivery is engaging and relevant
		3.2 **Group facilitation skills** are used to ensure effective participation and group management
		3.3 Oral communication and language skills are used to motivate the learner and to transfer knowledge and skills
		3.4 Interpersonal skills are used to maintain appropriate relationships and ensure inclusivity
		3.5 **Observation skills** are used to monitor individual and group progress
4	**Support and monitor learning**	4.1 Learner progress is monitored and documented to ensure outcomes are being achieved and the needs of individual learners are being met
		4.2 Adjustments are made to the delivery plan to reflect specific needs and circumstances and **unanticipated situations**

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	4.3 Learners are encouraged to reflect on personal learning progress
	4.4 Group dynamics are managed to ensure effective participation by all learners and to maintain effective relationships
	4.5 **Inappropriate behaviour** is managed using **conflict resolution and negotiation skills** to ensure learning can take place
	4.6 Learner records are maintained, stored and secured in accordance with legal/organisational requirements
5 **Review and evaluate effectiveness of delivery**	5.1 The delivery plan is evaluated to determine its effectiveness as a tool in guiding the learning process and feedback is provided to the writer, as appropriate
	5.2 Feedback from learners/management/peers is sought on the quality of delivery, and areas for improvement are identified and documented
	5.3 Trainer/facilitator **reflects on own performance** in training delivery
	5.4 Areas of improvement/new ideas to improve the quality of delivery/facilitation and to enhance the learning experience are considered and implemented

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

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To demonstrate competency against this unit candidates must be able to provide evidence that they have delivered training and facilitated learning within a group in a face-to-face learning environment, on a number of occasions, that involves a series of training sessions covering a number of learning outcomes. They should also provide evidence of reviewing and evaluating the effectiveness of the delivery plan and their personal performance in training delivery.

Evidence should show that they can provide training using appropriate sequencing and activities to develop the skills and knowledge of learners, as well as enhancing motivation, interest and enthusiasm. Trainers must demonstrate high-level facilitation, observation, communication and interpersonal skills to support and teach each learner effectively.

Evidence Requirements

Required knowledge includes:

a sound knowledge of learning principles, including:

adults have a range of life experience which they can connect to learning

adults have a need to know why they are learning something and its benefits

learning needs to be learner-centred

adults have a need to be self-directing

the learning process needs to support increasing learner independence

emphasis is on experimental and participative learning

use of modelling

the learning process needs to reflect individual circumstances and needs

a sound knowledge of learner styles, for example:

auditory

visual

kinaesthetic

left/right brain

global/analytical

theoretical

activist

pragmatist

reflective

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the industry area/subject matter of the delivery, for example:

the relevant industry competency standards

the specific topic/subject/unit

specific areas of knowledge as defined in the learning strategy or learning program

an introductory knowledge of learning theories, for example:

cognitive learning theory

andragogy

pedagogy

information processing

behavioural learning theory

learner group profile including characteristics and needs of individual learners in the group

the content and requirements of the learning program and/or delivery plan

different delivery methods and techniques appropriate to face-to-face group delivery

techniques for the recognition and resolution of inappropriate behaviours

behaviours in learners which may indicate learner difficulties

organisational records management system and reporting requirements which may include Australian Quality Training Framework (AQTF) and AVETMISS requirements

evaluation/revision techniques, for example:

developing simple questionnaires and feedback forms

administering evaluation forms

using questioning for evaluation purposes

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	specific resources, equipment and support services available for learners with special needs
	relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:
	competency standards
	licensing requirements
	industry/workplace requirements
	duty of care under common law
	OHS legislation
	recording information and confidentiality requirements
	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	industrial awards/enterprise agreements
	National Reporting System
	OHS relating to the facilitation of group-based learning, including:
	assessment and risk control measures
	reporting requirements for hazards
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
	role of key workplace persons
	policies and procedures relevant to the learning environment
Required skills and attributes include:	group facilitation skills to:
	facilitate discussion and group interaction
	maintain group cohesion

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handle difficult learners/situations

manage group activities

manage conflict

observe and interpret behaviour that puts others at risk

different delivery and facilitation methods/ techniques, such as:

demonstration/modelling

instruction

presentations/lectures

guided facilitation of individual and group learning activities/group work/case studies

initiating and facilitating group discussions

brainstorming activities

providing and guiding practice opportunities

enabling and supporting effective learner participation

tutoring

project-based

individual facilitation techniques - coaching/ mentoring

blended

oral communication and interpersonal skills to:

present information

provide sequenced, structured instructions

use questioning techniques

use listening techniques

adjust language to suit the audience

maintain appropriate relationships

establish trust

build rapport

be open to others' opinions

use appropriate body language

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negotiation and conflict resolution skills

observation skills to:

monitor learner progress

monitor group and individual interactions

monitor conflict/behavioural difficulties

monitor learner cues about concerns/difficulties in learning

monitor learner readiness for assessment/new areas of learning

literacy skills to:

prepare presentations

prepare questions

prepare or customise learning activities

prepare or customise learning materials such as handouts and information sheets

develop feedback documentation

record learner information

technology skills to:

use overhead projectors

use audiovisual equipment

use computers to produce documents, prepare presentations e.g. PowerPoint, and communicate through email and the web

manage time to:

schedule training

be flexible

make adjustments to suit learners

reflection skills to:

identify areas for improvement

maintain own skill development

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	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
	ensure the correct industrial relations climate of the learning environment
Products that could be used as evidence include:	identified generic skills relevant to the learning objectives
	feedback forms and other evaluation evidence from learners
	observations or videotaped examples of presentation, group facilitation, oral communication and interpersonal and observation skills used during the training sessions
	examples of completed learning activities that are product- or document-based
	notes showing reflection on own performance and own learning
Processes that could be used as evidence include:	how the delivery plan was followed and why
	how group or individual conflict was managed
	how individual learning needs were managed
	ways in which initial relationships in the group were established
	how the trainer/facilitator reflected on own performance
	learning achieved by the learners
Resource implications for assessment include:	delivery venue for programmed learning activities
	access to more than one group of learners
	access to learner group over time
	access to learning program/s
	access to delivery plan/s

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	time to ensure that assessment covers the range of specific evidence 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 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 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:	the ability to transfer delivery and facilitation skills to different training environments and learner groups
	evidence of the delivery, facilitation and review of a series of training sessions including at least two consecutive sessions that follow a learning program design:
	at least one session (minimum) should be based on a learning program that is derived from Training Package competency standards or accredited curricula
	at least one session must be based on using learning outcomes from another source
	at least one session must be delivered to a different learner group with evidence of how the characteristics and needs of this group were addressed

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	at least one training session should be one hour minimum duration
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: **TAADES402B Design and develop learning programs** **TAADEL401B Plan and organise group-based delivery**.

Range Statement

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

Thelearning programprovides a documented guide to support a cohesive and integrated learning process for the learner and includes:	the competencies or other benchmarks to be achieved the specific learning outcomes derived from the benchmarks for each chunk or segment of the learning program an overview of the content to be covered in each chunk/segment of the learning program 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 delivery methods for each chunk/segment of the learning program OHS issues to be addressed in delivery identification of assessment points to measure learner progress assessment methods and tools to be used to collect evidence of competency, where

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	assessment is required
Thedelivery planis used by the trainer/facilitator to guide and manage delivery to a group and includes:	individual/group learning objectives or outcomes for the segment of the learning program to be addressed
	number of learners and their specific support requirements
	content of sessions as specified in the session plans
	timelines/duration of activities within sessions
	learning resources, learning materials and learning activities to be used in sessions
	other resource requirements
	OHS considerations, including:
	incident or hazard reporting
	emergency procedures
All resource needsincludes:	the learning resources required by the trainer/ facilitator and learners to be used in the session/s
	the learning materials and documented learning activities required by the trainer/facilitator and learners to be used in the session/s
	specific facility, technology and equipment to be used in the session/s
	learner support requirements
Learner recognition processesmay include:	recognition of prior learning (RPL) for previous formal education and training which contributes to assessment of current competency or formal credit
	recognition of current competency (RCC)
	credit for subjects/units/qualifications/Statements of Attainment
Relevant personsmay include:	self (as the assessor)
	other trainers/facilitators with learner records
	other assessors
	support personnel administering

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	learner/candidate records
Individual learner needsmay:	vary from overall group learning objectives depending on previous experience and competencies already held
Objectivesmay include:	the competency standards being addressed
	specified learning outcomes or learning objectives derived from the competency standards
	learning outcomes based on other benchmarks
	group learning needs
	individual learning needs
	specific learning activities
	practise opportunities e.g. practicum or supervised teaching/facilitation
	formative assessment opportunities
Expectationsmay include:	expectations of learners and the group by trainer/facilitator
	expectations of the trainer/facilitator by individuals and by the group
	expectations of individual and group behaviour including respect, sensitivity to needs of others, sensitivity to culture, ethics and gender, practising inclusivity in group work, use of appropriate language
	expectations of commitment to learning/learning process/learner motivation and participation
	expectations of interesting, engaging delivery and facilitation
	expectations of a safe, secure learning environment
Requirementsmay include:	appropriate behaviour
	maintaining progress
	attendance
	assessment including
	the points in delivery at which assessments

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	will occur
	identified formative assessment activities as part of learning experience
	evidence requirements
	OHS aspects and requirements, including:
	reporting requirements for hazards
	safe use and maintenance of relevant equipment
	emergency procedures
	sources of OHS information
	names of key workplace persons with OHS roles and responsibilities
	OHS policies and procedures relevant to the learning environment
Appropriate oral communication and language skillsmay include:	using an appropriate tone and level of voice
	making clear and concrete presentations of options/advice
	using icebreakers as appropriate
	using appropriate terminology and language of the industry/profession
	using an open, warm communication style including effective verbal and body language
	communicating clearly to facilitate group and individual learning
	using critical listening and questioning skills and techniques
	providing constructive and supportive feedback
	accurately interpreting verbal messages
	inviting learners to paraphrase advice/instructions
	ensuring language, literacy and numeracy (LLN) used is appropriate to the learner/s needs
Interpersonal skillsmay include:	showing respect for the expertise and background of learners

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	establishing trust
	building and maintaining rapport
	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	encouraging the expression of diverse views and opinions
	negotiating complex discussions by establishing a supportive environment
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Learning principlesinclude:	adults have a range of life experience which they can connect to learning
	adults have a range of life experience which they can connect to learning
	adults have a need to know why they are learning something and its benefits
	learning needs to be learner-centred
	adults have a need to be self-directing
	the learning process needs to support increasing learner independence
	emphasis on experimental and participative learning
	use of modelling
	the learning process needs to reflect individual circumstances and needs
Learner stylesmay include:	auditory
	visual
	kinaesthetic
	left/right brain
	global/analytical
	theoretical

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	activist
	pragmatist
	reflective
Learner characteristicsmay include:	language, literacy and numeracy requirements
	specific needs, physical or psychological
	preferred learning styles
	employment status
	past learning experiences
	level of maturity
	cultural background and needs
	level of formal schooling in Australia or overseas
	length of time resident in Australia
Session plansmay include:	introduction/s
	outline of objectives/content to be addressed
	ice breakers to be used
	delivery methods for each part of the session
	plan of learning activities to be used within the session
	timelines/duration for each learning activity
	formative assessment points/opportunities
	learning materials required
	summary/overview/wrap up
Resource requirementsinclude:	the resources needed by the trainer/facilitator and the resources needed by the learners as identified in the delivery plan
Diversitymay include:	age
	gender
	culture
	ethnicity
	disability
	religion

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	sexual orientation
	level and prior experiences of education and training
	attitudes and reasons for learning
Generic skillsmay include:	Employability Skills, including:
	communication
	teamwork
	problem solving
	initiative and enterprise
	planning and organising
	self-management
	learning
	technology
	innovation
	language, literacy and numeracy skills
Delivery methodsare the techniques used to guide, **facilitate and support the learning process and may be**:	lock step, learner-paced, mixed pace
	interactive, participative, collaborative
	trainer/facilitator-centred and learner-centred, and may include:
	demonstration/modelling
	instruction
	presentations/lectures
	guided facilitation of individual and group learning activities/group work/case studies
	initiating and facilitating group discussions
	brainstorming activities
	practice opportunities
	enabling and supporting effective learner participation
	tutoring
	project-based
	individual facilitation techniques - coaching/mentoring
	blended

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Appropriate technology and equipmentmay include:	overhead projectors computers light projectors DVD/video equipment television/screen whiteboard/blackboard butcher's paper specific technical equipment/machinery relevant to technical areas
Presentation skillsmay include:	synthesising information and ideas preparing aids such as overhead projectors and data projectors using computer presentation applications using computer software and hardware speaking with appropriate tone and pitch using appropriate language to reflect the audience encouraging and dealing appropriately with questions showing enthusiasm for the topic summarising key points making direct eye contact to create direct pathway between learners and self (may be culturally inappropriate for some groups) demonstrating confidence supporting learners to enable progress from simple to more complex tasks and concepts
Group facilitation skillsmay include:	ensuring that every individual has an opportunity for participation and input maintaining group cohesion encouraging rapport between group members managing group dynamics observing and interpreting behaviour that puts others at risk facilitating discussion and group interaction

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Observation skillsmay include:	using formative evaluation to monitor learner progress
	monitoring group and individual interactions
	monitoring conflict/behavioural difficulties
	monitoring learner cues about concerns/difficulties in learning
	monitoring learner readiness for assessment and/or new areas of learning
Unanticipated situationsmay include:	identifying learners experiencing difficulties with learning for a variety of reasons, which may include:
	English language, literacy and numeracy difficulties
	physical/sensory difficulties
	socio-emotional difficulties
	organisational issues
Inappropriate behaviourmay include:	violent or inappropriate language
	verbal or physical abuse
	bullying
	insensitive verbal or physical behaviour towards other learners or the trainer/facilitator e.g. cultural, racial, disability or gender-based insensitivities
	dominant or overbearing behaviour
	disruptive behaviour
	non-compliance with safety instructions
Conflict resolution and negotiation skillsmay include:	identifying critical points/issues/concerns/problems
	talking through points/issues/concerns/problems
	identifying options for changing behaviours
	bringing the parties together
	managing discussions
	moving parties forward
	presenting solutions
	ensuring equitable outcomes

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	providing face-saving options obtaining agreements
Reflecting on own performancemay include:	thinking through the training delivery asking key questions reviewing achievements analysing difficulties

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADEL403B Facilitate individual learning

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to facilitate individual learning through a one-on-one relationship between a learner and facilitator.

Application of the Unit

Learning facilitation relationships may take a number of forms including structured/semi-structured activities and formal/informal agreements. They may be independent of or part of a broad learning and delivery strategy. Identifying which learners and learning contexts may benefit from individual learning facilitation forms part of this competency.

Establishing an appropriate mutual relationship is critical, and the communication and interpersonal skills of the trainer/facilitator are paramount in creating the necessary preconditions for individual learning facilitation to be effective.

Two major techniques to facilitate individual learning are derived from mentoring and coaching methodologies. Other similar instructional techniques may also be appropriate, such as tutoring. The trainer/facilitator may use these techniques with one learner or with individual learners in a small group context.

Individual learning/facilitation relationships may be used to help an individual or individuals meet personal or job goals, learn new skills/knowledge or develop new learning/work behaviours. The role of the trainer/facilitator using these techniques is to advise, guide, support and respond to the needs of the individual learner.

The delivery mode may be face-to-face, online, via telecommunication or using a combination of media.

The competency specified in this unit is typically required by trainers/facilitators, supervisors, managers, leaders, practitioners, teachers, assessors and consultants.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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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 **Identify individual learning facilitation requirements**	1.1 The **need for individual learning/facilitation** in the **learning area** is identified
	1.2 The **goals for learning** for individual learning/ facilitation are identified and discussed with **relevant persons**
	1.3 Appropriate **individual learning/facilitation techniques and processes** are identified and documented to support individual learning needs and goals
	1.4 **Evaluation processes** are developed and agreed
	1.5 **Organisational support** for implementation is obtained, where relevant
2 **Establish the learning/ facilitation relationship**	2.1 The **individual's learning style**, **learner characteristics** and the **context for learning** are identified
	2.2 The appropriate technique/process to facilitate individual learning is **selected or organised** and the basis of the technique/process is explained and discussed with the individual learner
	2.3 The **boundaries and expectations** of the learning/ facilitation relationship are clarified and agreed using effective **communication and interpersonal**

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		skills
		2.4 Any **equity or additional support needs** are clarified
		2.5 An **individualised learning plan** is developed, documented and discussed with the learner
3	**Maintain and develop the learning/facilitation relationship**	3.1 **Preparation** for each meeting/session is evident
		3.2 Effective communication and interpersonal skills are used to grow the relationship and sustain active participation
		3.3 **Structured learning activities** are developed to support and reinforce new learning, build on strengths and identify areas for further development
		3.4 **Leadership and motivational skills** are demonstrated to enable the learner to take responsibility for learning
		3.5 **Learner cues** are observed and **changes in approach** are made, where necessary, to maintain momentum
		3.6 **Ethical behaviours** are practised at all times
		3.7 Regular meetings are agreed to by both parties and scheduled to monitor the effectiveness of the learning/facilitation relationship
		3.8 Appropriate documentation to support the relationship is mutually developed and maintained
4	**Close and evaluate the learning/facilitation relationship**	4.1 **Tools and signals** are used to determine readiness for closure of individual learning/facilitation relationship
		4.2 The closure is carried out smoothly using appropriate interpersonal and communication skills
		4.3 **Feedback** is sought from the learner on the outcomes achieved and the value of the relationship
		4.4 The **impact** of the learning/facilitation relationship is reviewed using identified evaluation processes

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4.5 **Self-evaluation and reflection** on own performance in managing the relationship is carried out and areas for improvement are identified

4.6 The outcomes of the learning/facilitation relationship and evaluation of the process are documented and filed in accordance with legal, organisational and personal requirements

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 that they can establish and maintain an effective learning/facilitation relationship with an individual learner.

The trainer/facilitator must demonstrate the development of a relationship, in one or more delivery modes which is learner-centred, adaptable to individual needs, and appropriate to the learning area or focus of the relationship. Demonstration of effective techniques, communication, interpersonal skills and problem solving skills are pivotal to demonstrated competency in this unit.

Evidence Requirements

Required knowledge includes:

the effects of verbal and non-verbal communication, for example:

how to interpret behaviours

how to model behaviours and values

sound knowledge of different learning styles and how to encourage different learners, for example:

theoretical learners

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pragmatic learners

activist learners

reflective learners

kinaesthetic learners

audio learners

visual learners

tactile learners

left/right brain learners

the learning cycle, including:

concrete experience

observation and reflection

concept formation

testing new learning

learning principles, for example:

adults have a need to be self-directing and decide for themselves what they want to learn

adults have a range of life experience, and connecting learning to experience is meaningful

adults have a need to know why they are learning something

adults need to be respected

adults prefer learning to be relevant and practical

the needs and characteristics of the individual learner

change processes, for example:

how people work through change

behaviours associated with change

the organisational culture, for example:

how individualised learning is perceived and

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valued

workplace arrangements for individualised learning

industrial relations implications

regulatory requirements

current techniques to facilitate individual learning

how to create new learning activities

learner cues that may reflect difficulties with individual learning facilitation relationships

sources of external support

measurement or evaluation tool development

other learning options, learning activities and referrals

relevant policy, legal requirements, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

competency standards

licensing

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

National Reporting System

OHS relating to the work role, including:

reporting requirements for hazards

safe use and maintenance of relevant equipment

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emergency procedures

sources of OHS information

Required skills and attributes include:

use of empathy to:

build rapport

communicate the feeling of threat and risk when facilitation begins

deal appropriately with a range of emotions

interpersonal skills to:

set up a comfortable environment

demonstrate awareness of own behaviour

use appropriate humour to lighten atmosphere

keep the sessions learner-centred

analysis skills to:

identify suitable learning/facilitation techniques and activities for the individual learner

flexibility to:

determine and alter a learning plan

negotiate with the learner to ensure facilitation is suitable

be patient with individual's learning ability

interpret information gathered and adapt own style accordingly

communication skills to:

give positive and negative feedback

demonstrate awareness of own behaviour

negotiate and manage conflict

confirm, clarify or repair understanding

build constructively on what has been said

learning and facilitation techniques to:

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	lead and motivate learners to take responsibility for their own learning maintain momentum during the learning process facilitate individual learning through a one-on one relationship
	literacy skills to: develop the learning plan maintain records and other documentation read and interpret relevant documentation
	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
	time management skills to: structure sessions drive the process to achieve goals
Products that could be used as evidence include:	individual learning plan facilitation activities evaluations from participants or organisation evidence of self-evaluation and improvement of skills, for example, a learning journal audio or video of a facilitation session
Processes that could be used as evidence include:	how communication skills have been used in facilitating/learning, particularly questioning techniques, listening and interpretation, and why how the individual's learning area, style and context were matched to the learning facilitation methods, process and activities

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	utilised
	how learning was structured to build new skills, and why
	how reflection and insight into learning was developed in the learner
	how the trainer/facilitator relationship was terminated, and why
Resource implications for assessment include:	materials and information for facilitation
	permission of organisation for time and resources
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 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 minimum of two examples of a learning facilitation relationship being conducted, with different individuals to demonstrate communication skills and flexibility; one or more of the processes/techniques identified must be demonstrated
Integrated assessment means that:	this unit can be assessed alone or as part of

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	an integrated assessment activity involving other relevant units in the **TAA04 Training and Assessment Training Package**. Suggested units include but are not limited to: **TAADEL401B Plan and organise group-based delivery** **TAADEL402B Facilitate group-based learning** **TAADEL404B Facilitate work-based learning** **TAADEL501B Facilitate e-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.

Need for individual learning/ facilitationmay be:	proposed by the learner, a manager/department in the organisation, or the trainer/facilitator a requirement of management part of the delivery strategy of a Training Package qualification, course or learning program a request for additional support to enhance learning based on observation
Learning areamay be:	organisational/individual a new/changed job role new or changed work procedures/work skills technical skills life skills

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	generic skills
	management skills
	units of competency in Training Packages
	curriculums
Goals for learningmay include:	learning a new skill/area of knowledge or competency
	defined through learning outcomes or objectives of a learning program
	increasing productivity
	career advancement or redirection
	changes in life direction
	setting personal directions/achievements
	relationship development
Relevant personsmay include:	the learner
	the workplace supervisor/coordinator/manager
	other team members
	other trainers/facilitators/teachers/lecturers
Individual learning/ facilitation techniques and processesmay include:	a formal or informal process
	an ongoing or one-off process
	a specific circumstance or an integrated feature of the overall learning process
	coaching techniques
	mentoring techniques
	tutoring techniques
	peer relationships
	matching experienced workers/learners
	single or double loop learning approaches
Evaluation processesmay include:	a formal evaluation tool
	quantifiable measures such as increased productivity/achievement of new skills
	level of attendance
	critical feedback from learner and others

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Organisational supportmay include:	agreement by organisation to provide additional assistance to individuals through identified techniques
	venue and equipment support
	additional time with learner
Individual's learning stylemay include:	auditory
	visual
	kinaesthetic
	tactile
	left/right brain
	global/analytical
	theoretical
	activist
	pragmatist
	reflective
Learner characteristicsmay include:	language, literacy and numeracy requirements
	specific needs, physical or psychological
	preferred learning styles
	employment status
	past learning experiences
	level of maturity
	cultural background and needs
	level of formal schooling in Australia or overseas
	length of time resident in Australia
Context for learningmay be:	determined by the area of learning
	determined by the trainer/facilitator and the learner
	defined by the work/learning activities
	in a classroom, tutorial room, meeting room, office, work in situ, any agreed meeting place
	in a workplace, training and/or assessment organisation, college, community, university

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	or school
	defined by the time requirements for individual facilitation and how these will be built into learning activities
	impacted by the health, safety or welfare of the learner
Selectedis defined as:	where the trainer/facilitator has the capacity to independently determine which technique/process will be most appropriate
Organisedis defined as:	where the trainer/facilitator is operating in circumstances where the technique/process is part of an existing delivery system
Boundaries and expectationsmay include:	the roles and responsibilities of the trainer/facilitator
	the roles and responsibilities of the learner
	extent/limits of the relationship
	the techniques/processes to be used
	confidentiality
	the range of expertise of the trainer/facilitator
	the involvement of others
	organisational expectations
	reporting requirements
Communication skillsmust include:	using icebreakers as appropriate
	building rapport with the learner
	using effective verbal and body language
	demonstrating a capacity to communicate clearly to facilitate the learning
	using critical listening and questioning techniques
	providing constructive and supportive feedback
	accurately interpreting verbal messages
	assisting learners to paraphrase advice/instructions to the trainer/facilitator
	providing clear and concrete options/advice
	using appropriate terminology and language

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	of the industry/profession
	ensuring language, literacy and numeracy (LLN) used is appropriate to the learner
Interpersonal skillsmust include:	showing respect for the expertise and background of the learner
	demonstrating sensitivity to diversity, disability, culture, gender and ethnic backgrounds
	modelling facilitation and learning behaviours
	engaging in two-way interaction
	encouraging the expression of diverse views and opinions
	negotiating complex discussions by establishing a supportive environment
	using language and concepts appropriate to cultural differences
	accurately interpreting non-verbal messages
Equity or additional support needsmay include:	English language, literacy and numeracy support
	disability support
	Aboriginal and Torres Straight Islander support
	ethnic support services
	interpreting services
	counselling services
	community support
Anindividualised learning planincludes:	the goals to be achieved
	contingency plans
	the logistics of the learning relationship, for example:
	period of relationship
	frequency of meetings/length of sessions
	location of meetings/contact
	the structure of the learning relationship, for

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	example:
	activities to be undertaken
	monitoring processes
	tools/equipment needed
	shadowing
	occupational health and safety (OHS) considerations
Preparationmay include:	planning for each meeting/session
	being organised for each meeting/session
	reflecting on outcomes of previous meeting/session
	being punctual
	identifying 'where we are' at the start
	appearing relaxed and confident
	enabling learner to identify his/her perspective
	providing a relaxing, non-threatening environment
Structured learning activitiesmay include:	direction, guidance and mutual discussion
	role-plays
	written exercises
	demonstrations
	practice opportunities e.g. practicum or supervised teaching/facilitation
	role modelling
	projects
	readings
	research
	video/audio analysis
	a learning journal
Leadership and motivational skillsmay include:	maintaining focus
	transferring responsibility
	empowering the learner

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	inspiring the learner
	visualising the learner's perspective
	using effective communication
Learner cuesmay include:	level of engagement/disengagement
	regular/irregular attendance/absences
	evidence of frustration, distraction, stress
	level of communication/interaction
	level of ease/difficulty in undertaking learning activities
	stagnation in learning
	level of dependence/independence
	evidence of problems/issues which may be personal, employment-based or related to the individualised learning
Changes in approachmay include:	revision of individualised learning plan
	fresh approach/shift in technique
	problem solving
	shift in level of guidance/level of independence
Ethical behavioursinclude:	trust
	integrity
	privacy and confidentiality of the session
	following organisational policies
	knowing own limitations
	having a range of other intervention referrals ready when needed
	honesty
	fairness to others
Tools and signalsmay include:	self-assessment by the learner
	a measure of improvement in a particular area
	readiness for formal assessment
	level of independence in learning
	readiness to maintain learning through other

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	means or modes
	severe/fixed blockages in the relationship
	agreed time period over
Feedbackmay be:	interview
	formal discussion
	informal discussion
	written questionnaire
Impact may be:	successful achievement/rate of achievement/lack of achievement of identified goals
	achievement of other outcomes as a result of the relationship
	development of new goals
	increased/new motivation to learn
	greater capacity to learn
	development of or increase in the self-confidence of the learner
Self-evaluation and reflectionmay include:	asking critical questions about own ability, what worked, what did not work and how the relationship building process could be improved
	reviewing records and journals on sessions and critically evaluating own performance
	reviewing feedback from learner and identifying critical aspects and areas for improvement

Unit Sector(s)

Not applicable.

Competency Field

Delivery and Facilitation

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TAADES501B Design and develop learning strategies

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to design, develop and evaluate learning strategies.

Application of the Unit

Learning strategies document a framework for the learning requirements and the teaching/delivery and assessment arrangements of a vocational education and training qualification. The learning strategy is the umbrella document that outlines the requirements for designing the learning and assessment process at the qualification level.

These requirements include: determining the specific criteria or learning outcomes to be achieved; any recognition and entry requirements (if appropriate); an outline of the areas of learning/content to be addressed; the assessment requirements, the broad sequence of learning, the delivery and assessment methods to be used, the resources required and any other additional information to support a learning and assessment pathway to a qualification.

The criteria may already exist if the qualification is part of a Training Package. In this instance the endorsed competency standards packaged within the Training Package qualification constitute the relevant criteria. Alternatively, if the learning strategy takes the form of a course for accreditation, the learning outcomes may need to be developed to reflect an identified industry, enterprise or community need.

This unit addresses the competency requirements for developing a learning strategy relevant to both Training Package qualifications and course-based qualifications.

The learning strategy provides an overview or outline only. Detailed guidance is fleshed out through the content of specific learning programs. Each learning strategy would require development of a number of learning programs, depending on the design approach of the learning strategy.

The competency of developing learning programs is addressed separately in **TAADES402B Design and develop learning programs**.

In a traineeship or apprenticeship context, this unit should be linked directly to **TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships**, which more closely establishes the learning strategy requirements for that model of training delivery.

The competency specified in this unit is typically required by instructional designers, trainers/facilitators, training consultants and training coordinators/managers.

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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 the parameters of the learning strategy**	1.1 The **purpose** of the **learning strategy** is clarified
	1.2 The likely **target groups and their needs** for learning are clarified
	1.3 The **characteristics** of the likely target groups are researched and identified
	1.4 **Qualification options** for meeting the likely target group needs are researched, and the appropriate option is selected
	1.5 Consultations are carried out to confirm the parameters of the learning strategy with **relevant people**
2 **Develop the framework for the learning strategy**	2.1 The learning strategy design reflects the **qualification requirements** of the selected qualification

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		2.2 **Industry or organisation documentation** is analysed to determine additional and supporting requirements
		2.3 **Options for design** are researched and analysed, based on likely target groups, their learning needs and contexts for delivery
		2.4 The learning strategy design reflects and is supported by **appropriate learning theories** and **instructional design principles**
		2.5 The design approach is determined and broad **content headings** are identified and documented
		2.6 Consultations are carried out to confirm the framework
		2.7 The review process for the learning strategy is developed
3	**Devise the content and structure of the learning strategy**	3.1 Each content heading is elaborated and documented to form an overview of content to be addressed
		3.2 The content is sequenced to support learning, and overall timelines are determined within **operating constraints**
		3.3 Learning strategy outcomes are expressed to reflect both **generic** and specific learning outcomes to be achieved
		3.4 **Pathways** are addressed and documented
		3.5 **Appropriate delivery** and **assessment strategies** are identified and documented, taking account of the learning parameters, design framework and learning context
		3.6 **Operational requirements** are identified and documented
		3.7 The completed learning strategy is checked for completeness
4	**Review the learning strategy**	4.1 The learning strategy is reviewed in collaboration with relevant people against **relevant criteria** prior to and post implementation

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4.2 A post-implementation review process is documented which includes **measures** for identifying the effectiveness and quality of the learning strategy

4.3 Recommendations/changes based on outcomes of the review processes are made, where appropriate, and documented

4.4 Modifications are further confirmed with relevant people, where appropriate

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 that they have designed at least two learning strategies.

The learning strategies provided as evidence must: establish the learning context; identify learner and client needs; identify the units or other criteria which best reflect these needs; outline the learning framework which has been designed and sequenced to maximise learning; be logical, innovative and engaging to the learner group; identify the delivery and assessment arrangements; indicate pathways to, from and within the qualification; identify the operational resources needed to deliver the strategy; and provide a review process both before and after implementation.

Evidence Requirements

Required knowledge includes:	Training Packages, including:
	range of current and relevant Training Packages
	structure and definition of the endorsable components of Training Packages
	content of Training Package/s relevant to

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learning strategy

availability of relevant noted support materials

relevant accredited courses

relationship to the National Reporting System (NRS)

AQTF including:

standards for Registered Training Organisations (RTOs)

standards for State and Territory Registering/Course Accrediting Bodies

AQF including:

key features of each qualification

guidelines for each qualification title

national guidelines on cross-sector links

issuing a qualification guideline for qualification title of the learning strategy

guidelines on cross-sector qualification linkages

industry and enterprise knowledge, for example:

the names of relevant industry associations and trade unions

the relevant ISC or state/territory authorities

particular industry or enterprise requirements relevant to the learning strategy

industry licensing arrangements (where relevant)

particular regulations and guidelines relevant to the learning strategy, e.g. immigration, labour market

a general knowledge of the main branches of adult learning theory, for example:

behavioural learning theory

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information processing theory

cognitive learning theory

andragogy

vocational education and training pedagogy

learning principles, for example:

adults have a need to be self-directing

adults have a range of life experience which they can connect to learning

adults have a need to know why they are learning something and its benefits

training needs to be learner-centred to motivate adults

the learning environment encourages interaction

instructional learning design, including:

presenting material in a logical order and sequence

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structure of the information is clear, logical

assessment, including:

Training Package Assessment Guidelines requirements

AQTF requirements

the basis and rationale for different assessment methods appropriate to the learning strategy

assessment tool design

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appropriate cultural sensitivity, for example:

organisation diversity policies

cultural learning styles, preferences and communication of the indigenous community

cultural learning styles, preferences and communication of other potential target groups

reasonable adjustment principles and practice

sources of information, for example:

National Training Information Service (NTIS)

vocational education and training national bodies - DEST; ISCs; National Centre for Vocational Education Research (NCVER); and Australian Qualifications Framework Advisory Board (AQFAB)

State and Territory Training Authorities (STAs) and agencies

regulatory agencies

professional associations

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

security of information

plagiarism

competency standards

licensing

industry/workplace requirements

duty of care under common law

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

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relevant OHS knowledge relating to the work role, and OHS considerations which need to be included in the learning strategy, including:

internal policies and procedures to meet OHS requirements

hazards commonly found in the work environment to which learning is related

Required skills and attributes:

literacy skills to:

read, interpret and analyse information

develop and revise the content

write the learning strategy in accordance with design requirements

document and record the strategy using appropriate computer software

planning skills to:

set timelines to develop the learning strategy

organise and structure the development process

identify the tasks to be undertaken

identify measures to monitor progress

research skills and techniques to gather and interpret information relevant to the content and development of the learning strategy, for example:

literature and web-based research

interviews

focus groups

communication skills to:

clearly articulate information

collaborate with others on the strategy development

get feedback on the strategy

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	interpersonal skills to: manage conflict and problems negotiate the strategy development solve problems
Products that could be used as evidence include:	documented learning strategies documented reviews of learning strategies evidence of collaboration that took place during the strategy development documentation analysing industry or organisational documentation documentation outlining content research
Processes that could be used as evidence include:	how learner characteristics were researched, the methods used and why how others were consulted to plan the strategy and why those people were selected how Training Package qualification rules were interpreted or how learning outcomes were defined how the learning framework was designed and the reasons for the approach adopted why the content was sequenced in the proposed order how reflection has been built into the learning design process and why it is important
Resource implications for assessment include:	access to industry/organisation documentation access to relevant learner information access to materials/information to support content outline of learning framework time to achieve the unit and meet the evidence requirements access to relevant persons
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,

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	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 minimum of two examples of a learning strategy designed by the candidate with differentiated design structures in each that reflect the specific qualification requirements, client needs and contexts of application
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:
	TAADES401B Use Training Packages to meet client needs.
	TAACMQ502B Coordinate training and/or assessment arrangements for apprenticeships/ traineeships
	TAAASS501B Lead and coordinate assessment systems and services.

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Range Statement

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

Purposemay be to:	implement a Training Package qualification
	meet an identified client, industry or community need
	provide learning pathways/career development
	provide for apprenticeship/traineeship qualifications
	settle in Australia
	develop of English language, literacy and numeracy skills
	meet regulatory requirements
Alearning strategymay apply to:	a nationally endorsed qualification from a Training Package or accredited course
	a traineeship or apprenticeship
	a course to be accredited with an AQF qualification outcome
Likely target groups and their needsmay include:	existing industry/enterprise employees
	school leavers
	new entrants to the workforce
	apprentices/trainees
	individuals learning new skills/knowledge
	individuals seeking to upgrade skills/knowledge
	individuals changing careers
	unemployed individuals and groups
	learners who have a disability, or are members of target groups such as Aboriginal and Torres Strait Islander communities

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	recent migrants
	individuals/groups meeting licensing or other regulatory requirements
	particular class of visa holder
Characteristicsof target groups may include:	level and breadth of work experience
	level and previous experiences of formal education
	skill/competency profile
	socio-economic background
	cultural background and needs
	age
	specific physical or psychological needs
	motivation for learning
	language, literacy and numeracy needs
	learning styles and preferences
	as determined by funding body, e.g. residence and length of time in Australia, length of time unemployed
	specific levels of English language, literacy and numeracy skill as determined by initial assessment process
Qualification optionsmay include:	selecting a relevant qualification from an endorsed Training Packages
	using the packaging guidelines of the Training Package to determine the final mix of units which form the qualification
	selecting appropriate existing accredited courses
	developing a new accredited course based on combining endorsed units from different Training Packages or developing new competency standards to meet the identified need
Relevant peoplemay include:	enterprise/industry clients
	Industry Skills Councils
	state/territory industry training advisory bodies

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	industry associations/employer bodies
	trade unions
	professional associations
	universities
	research agencies
	regulatory/licensing authorities
	subject or technical specialists/experts
	previous clients
	people working in the roles targeted by training
	government agencies and departments, including:
	OHS authorities
	Department of Education, Science and Training (DEST)
	Department of Immigration and Multicultural and Indigenous Affairs (DIMIA)
Qualification requirementsmay include:	relevant Training Package qualification or packaging rules
	AQF guidelines for qualifications, including:
	key features of each qualification
	guidelines for each qualification title
	national guidelines on cross-sector linkages
	issuing a qualification
	Australian Quality Training Framework (AQTF) Standards for State/Territory Registering/Course Accrediting Bodies
	levels and aspects of communication of the National Reporting System (NRS)
Industry or organisation documentationmay include:	workplace policies and procedures
	internal competency specifications
	existing training or learner support materials
	existing course information/curriculum
	industry codes of practice, guidance notes and other industry information on hazard and

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	risk control
	business and risk management strategies
	job descriptions
	case studies
	regulatory requirements related to the job, including licensing
	outcomes of organisational training needs analyses
	documented research relating to potential content
	contextualisation rules of relevant endorsed industry Training Package/s
	relevant Training Package noted support materials
Options for designmay include:	a learning framework that addresses each unit of competency separately unit by unit within the qualification
	a learning framework that is based on clustering units into meaningful combinations to create an integrated learning framework for the qualification
	a learning framework-based on building from less complex to more complex tasks/skills/knowledge learning objectives/outcomes
	a learning framework designed around work structures, work organisation and work activities
	project-based learning models
	a learning framework built around synthesising knowledge and skill requirements across the qualification
	an articulated approach
	combinations of the above
Appropriate learning theoriesmay include:	behaviourist
	social learning
	discovery learning
	cognitive learning theory

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	constructivist
	situational
	humanistic
	action science
	applied learning models
Instructional design principlesmay include:	presenting material in a logical order and sequence
	presenting material in order of increasing difficulty
	opportunities for review of material and repetition
	the need for learner activity and interactivity
	inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning
	structuring the information effectively
	application of adult learning principles
Content headingsmay separate learning into:	topics
	subjects
	modules
	units
	knowledge components
	technical skill sets
	work activities
	the development of specific English language, literacy and numeracy skills
	generic skills
Operating constraintsmay include:	budget
	timelines
	availability of support materials
	nominal hours
	human and physical resourcing requirements
	occupational health and safety (OHS) requirements

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Genericoutcomes may include:	spoken and written communication team work numeracy problem solving planning and organising work use of technology self-management initiative and enterprise how to learn OHS
Pathwaysmay include:	entry and exit prerequisites/co-requisites access and equity RPL/RCC arrangements credit transfer arrangements articulation with other qualifications
Appropriate delivery strategiesmay include:	the focus of delivery, for example: groups of varying sizes groups from single context/from multiple contexts groups of similar educational/competency levels/groups with divergent educational/competency backgrounds individuals the context of delivery, for example: in the workplace in a simulated work environments in the training room/classroom in specialist environments - e.g. laboratory, computer room through the Internet at home in a community setting

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	the mode of delivery, for example: face-to-face technology-based - electronic/computer-based/ online/audiovisual experiential distance resource-based blended
	delivery methods, including: lock step/learner-paced/mixed interactive/participative/collaborative trainer/facilitator-centred/learner-centred time and place dependent/independent demonstration instruction presentations guided facilitation learning activity-based guided work-based activities/applications/experiences tutoring project-based individual facilitation techniques - coaching/ mentoring blended delivery methods
Appropriate assessment strategiesmay include:	the identification and interpretation of competency standards/other criteria for assessment and for validation application of Training Packages Assessment Guidelines arrangements for recognition of existing competency (RCC/RPL), including provision of guidance and assistance to candidates in gathering and evaluating evidence

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	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
Operational requirementsmay include:	infrastructure including facilities, plant/equipment
	staffing requirements including number of full-time, part-time and sessional trainers/facilitators
	other staffing needs including technical support, specialist and administrative personnel
	copy/ies of relevant Training Package/s
	learning resources
	reference lists
Relevant criteriamay include:	Training Package requirements
	accreditation requirements
	curriculum design
	OHS implications for delivering the learning strategy
Measuresmay include:	learner/participant feedback
	feedback from clients and industry bodies
	enrolments
	completion rates
	Statements of Attainment, competencies achieved, qualifications awarded
	return business
	development of language, literacy and numeracy skills as measured by the National Reporting System (NRS)

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Unit Sector(s)

Not applicable.

Competency Field

Learning Design

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TAADES502B Design and develop learning resources

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to design and develop resources to support learning.

Application of the Unit

Learning resources are designed to enhance and support the effectiveness of the learning process. They provide guidance, materials, learning and assessment activities, and relevant information that address the competencies/learning outcomes to be achieved by the learner.

In the **TAA04 Training and Assessment Training Package**, learning resources are defined as learning materials that have been specifically developed to address a substantive area of teaching/learning and/or assessment guidance and support.

Learning resources may address a whole Training Package, a Training Package or course qualification or a learning program. Learning resources may also take the form of existing equipment, physical materials and physical resources within the learning environment.

Learning resources can take a variety of forms such as facilitation guides, learning guides/participant resources, assessment materials, workplace resources and text books, and may be self-paced or instructor-led. While primarily text and print-based, other mediums such as audio or video learning resources could be developed using this unit. The complexity of the resource will vary depending on its focus, type, audience and technological medium.

Although the range of learning resources may vary, the skills and knowledge required to design and develop them is the same, with instructional design being a critical aspect.

Where a learning resource product is built around an electronic medium, other critical skills, knowledge and outcomes are required. These are addressed through separate units of competency, **TAADES503B Research and design e-learning resources** and **TAADES504B Develop and evaluate e-learning resources**. Co-learning and co-assessment is suggested where competency across all media is required.

Design and development are combined in this unit. In some circumstances the design phase and content development are separated, especially in a large project. However, it is important that competency reflects the whole process.

Depending on the complexity of the resource, extensive consultation and working with others may be required.

This unit can provide a specific application for undertaking the generic unit **TAATAS503B Manage contracted work**.

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The competency specified in this unit is typically required by trainers/facilitators, instructional designers, assessors and consultants.

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 **Research and interpret the learning resource requirements**	1.1 The **brief**, **focus and type** of **learning resource** is clarified with the client
	1.2 The **likely target audience/s,** their learning needs and the **learning environment** for the resource are **researched**
	1.3 The **characteristics of the learners/end users** of the learning resource are identified
	1.4 **Existing information** which may be relevant is gathered, collated and analysed
	1.5 **Ethical and legal considerations** are identified and acted upon

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	1.6 A **development work plan** is written and documented
2 **Design the learning resource and plan the content**	2.1 A range of **design options** is generated using a variety of **principles and techniques**
	2.2 Time is taken to **reflect** on the designs, identifying the implications of each
	2.3 The diversity of learners/end users and their **learning styles** are researched and embedded into the design specifications
	2.4 An **outline or prototype** for the learning resource is developed and confirmed with the client
	2.5 The **content specifications** of the learning product are analysed and the proposed content is mapped out
	2.6 The breadth and depth of the proposed content is determined, in accordance with the design prototype, content specifications and financial constraints
	2.7 **Relevant personnel** are identified to support the development phase, if needed
3 **Develop the learning resource content**	3.1 Content and content specification is developed in accordance with the agreed design
	3.2 Modifications are made to the design and/or content, where necessary, to address changes in project parameters
	3.3 **Mechanisms** for reviewing work in progress are established
	3.4 Text is clear, concise, grammatically correct and appropriate for the intended audience/s
	3.5 Visuals are relevant, instructive and appropriate for the intended audience/s
	3.6 The resource is formatted using an appropriate **style guide**
4 **Review learning resource**	4.1 Content of the resource is checked to ensure the accuracy and relevance of information against

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	prior to implementation	content specifications
		4.2 Text, format and visual design are checked for clarity and focus
		4.3 An external review is conducted using appropriate **methods**, and feedback is incorporated where relevant
		4.4 Final draft is reviewed against the brief and other relevant criteria to ensure it meets all requirements prior to delivery to the client
5	**Evaluate the design and development process**	5.1 The design and development process is reviewed against appropriate **evaluation criteria**
		5.2 Time is taken to reflect and identify areas for improvement
		5.3 Identified improvements are documented for future projects

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 that they have designed and developed learning resources.

The learning resources provided as evidence must: clearly identify the target audience; be appropriate to the target group; and be well structured, clear, interesting, appropriate, easy to use, and accessible.

Competency also requires demonstrated ability to research learning resource requirements and content, seek and accept feedback, work effectively with a project team or other experts as required, and critically evaluate own work.

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Evidence Requirements

Required knowledge includes:

sound knowledge of the vocational education and training system, including:

relevant terminology

training and assessment processes

Training Packages and competency standards

the Australian Quality Training Framework (AQTF) requirements

the Australian Qualifications Framework (AQF)

instructional design, for example:

planning, analysis, development, synthesis, evaluation

presenting material in a logical order and sequence

opportunities for collaborative learning between learners

navigation tools

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structure of the information

ensure learning is embedded in a realistic and relevant context

techniques to engage the learner in learning

visual design principles/techniques, for example:

format

composition

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balance

typography

images/graphics

charts/diagrams

research and evaluation techniques, including:

interviews

focus groups

workshops

questionnaires

literature reviews

web research

pilot processes

a general knowledge of the main branches of learning theory, for example:

behavioural learning theory

information processing theory

cognitive learning theory

andragogy

vocational education and training pedagogy

learning principles, including:

adults are autonomous and self-directed

adults have life experience to draw on

adults are goal-oriented

adults need relevance

adults are practical

adults need to be shown respect

cultural awareness

a range of learning approaches and styles of learning resources

different learning styles, including:

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activist

reflector

theorist

pragmatist

kinaesthetic

auditory

visual

language, literacy and numeracy (LLN) issues, for example:

principles and definitions

how to work out the LLN level of likely users, and LLN requirements of the resource

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws relating to electronic technology

security of information

plagiarism

competency standards

licensing

industry/workplace requirements

duty of care under common law

anti-discrimination including equal opportunity, racial vilification and disability discrimination

workplace relations

industrial awards/enterprise agreements

relevant OHS knowledge relating to the work role, and OHS procedures which need to be included in the content of the learning resource

OHS obligations of the training and/or

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assessment organisation, the trainer/facilitator and learner

Required skills and attributes include:

review and analysis skills to:

identify areas for improvement

recognise personal limitations

communication and interpersonal skills to:

collaborate with a range of people

seek feedback from others

be open to feedback and suggestions

maintain a network

listen

negotiate

computer/technical skills, for example:

using a range of software programs

using a range of office equipment

literacy/writing skills, including:

writing from the learner's perspective

writing for different audiences

using plain English and correct grammar

pitching writing to the appropriate level

using an appropriate style

having an eye for detail

time management skills, including keeping to appropriate timelines

analytical skills to:

identify critical learning points

structure and weight the contents appropriately

determine appropriateness of feedback

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	ability to develop a range of learning activities
	research skills to:
	find content and relevant information
	interview relevant people
	solve problems
	ask questions
Products that could be used as evidence include:	learning resources developed
	letters to relevant personnel seeking comments and feedback
	evaluation forms
	minutes of meetings
	drafts of resources
	feedback received from others
Processes that could be used as evidence include:	how research was undertaken and why
	how consultative process was set up
	how industry or end user requirements were established
	how resource was evaluated and reviewed
	what methods were used to evaluate the process used for resource development and why
	ways in which personal skills and efficiency were developed and monitored and why
	how personal workload was managed
Resource implications for assessment include:	research for content of resources
	access to experts for review and consultation
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

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	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 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 complete print-based learning resource product that demonstrates competency in accordance with the specifications of this unit or
	evidence of contributions to a range of learning resources and learning materials that in combination demonstrate competency in accordance with the specifications of this unit
	evidence of transferable application to the development of other learning resources
	designed under the guidelines for Training Package support materials
	print-based
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:
	TAADES401B Use Training Packages to meet client needs
	TAADES402B Design and develop learning programs
	TAADES501B Design and develop learning strategies
	TAADEL405B Coordinate and facilitate distance-based learning

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TAATAS503B Manage contracted work

TAADES503B Research and design e-learning resources

TAADES504B Develop and evaluate e-learning resources.

Range Statement

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

Thebriefof the learning resource may include:	a client proposal identified gap in the learning product market a tender an organisational need
Focusof the learning resource may include:	a whole Training Package a Training Package qualification/qualifications a traineeship/apprenticeship an accredited course individual competency standards/modules/subjects a non-accredited course a learning program a learning resource to support the introduction/ implementation of new technology/equipment
Typeof learning resource may include:	Training Package noted support materials, such as: learner/user guides trainer/facilitator guides training guides

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	example training programs
	specific case studies
	professional development materials
	assessment materials
	other published, commercially available support materials for Training Packages/courses
	organisational learning resources
	competency standards as a learning resource
	videos
	CDs and audio tapes
	references and texts
	manuals
	record/log books
	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 target group learners and workplace
Thelearning resourceis:	designed to enhance and support the effectiveness of the learning process. It provides guidance, materials, learning and assessment activities, and relevant information that addresses the competencies/ learning outcomes to be achieved by the learner
Likely target audience/sandlearning environmentmust include:	who the learning resource is for
	what the learning resource is designed to do
	how the learning resource will be used
	where the learning resource will be used
	possible mediums to be used
Researchmay include:	interviews
	focus groups
	informal discussions

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	literature reviews
	Internet research
	evaluations of existing products
	questionnaires
	workshops
Characteristics of the learners/end usersmay include:	level of prior experience/knowledge of content area
	skill/competency profile
	range and response to previous learning experiences
	level of education
	socio-economic background, age, gender
	current work
	work culture
	cultural and ethnic background
	disability or learning support needs
	preferred learning styles
	motivation for learning
	English language, literacy and numeracy needs
Existing informationmay include:	industry/end user needs
	industry best practice and culture
	existing learning resources and learning materials
	relevant Training Packages/competency standards
	relevant courses, curriculums, modules
	workplace procedures, documentation, and requirements
	industry coverage
	roles and responsibilities of groups and individuals
	information from industry experts and advisers
Ethical and legal considerationsmay	contract preparation

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include:	meeting contractual requirements
	intellectual property
	regulatory requirements including occupational health and safety (OHS)
	organisational requirements
	equity issues and needs
	potential legal consequences of false, misleading or incorrect information
Development work planmay include:	timelines and milestones to be achieved
	scheduled meetings and focus groups
	consultative processes
	handover requirements
	equipment, learning resources and learning materials needed
	industry information/practices
	budget
	identification of risks/risk management strategies
	organisation/industrial politics
	access to experts/advisers
Design optionsmay include:	use and extent of practical activity-based content and passive content (reading, interpreting and absorbing information)
	use and extent of text-based information and graphical information
	level of depth of text-based information and sophistication of language
	level of completeness in addressing the focus
	options for presenting text-based information e.g. straight text, question and answer, case studies
	visual design
	sequencing of material
	sources of further information/further reading
	style guides

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visual look

Principles and techniquesmay include:

instructional design, for example:

presenting material in a logical order and sequence

opportunities for collaborative learning between learners

navigation tools

presenting material in order of increasing difficulty

opportunities for review of material and repetition

the need for learner activity and interactivity

inclusion of a variety of approaches and techniques for presenting information and activities and for encouraging participation by learning

structure of the information

ensuring learning is embedded in a realistic and relevant context

techniques to engage the learner in learning

creative thinking, for example:

brainstorming

mind mapping

scenario setting

lateral thinking

visual/graphic design, for example:

format

composition

balance

typography

images/graphics

charts/diagrams

research and evaluation, for example:

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	of other learning resources
	up-to-date research on learning
Reflectmay include:	asking key questions
	discussing details with others, for example:
	colleagues
	team members
	other learning product developers/instructional designers
	the client
	supervisor/manager
	standing back from work
	setting specified times for reflection
	reviewing personal skills
Learning stylesmay include:	theoretical
	pragmatic
	active
	reflective
	kinaesthetic
	auditory
	visual
Outline or prototypemay include:	mock-up
	framework
	model
	format specifications
Content specificationsmay include:	requirements of relevant Training Packages, competency standards/benchmarks
	OHS requirements
	work practices and procedures
	culture and ethics of the learner/end user environment
	organisational requirements
	copyright/intellectual property agreements/

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	acknowledgements
Relevant personnelmay include:	subject matter/technical experts
	industry experts
	colleagues
	learners or users
	industry stakeholders
	specialist consultants, e.g. language, literacy and numeracy specialists
Mechanismsmay include:	verbal or written communication with relevant personnel
	verbal or written communication with content experts
	project updates
	internal/external reviews of drafts
Style guidemay include:	fonts - types and sizes
	line spacing
	white space
	icons
	use of visuals - icons, photographs, pictures, diagrams
	signposting
	logos
	DEST Style Guide
	client style guide
Methodsmay include:	evaluation by experts
	pilot
	focus groups
	questionnaires
	checklists
	workshops
	telephone interviews
Evaluation criteriamay include:	meeting the brief
	satisfaction of the client

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timeliness
cost
design issues/modifications required
blockages and responses
team effectiveness/cohesion
level of expertise required/available

Unit Sector(s)

Not applicable.

Competency Field

Learning Design

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TAAENV501B Maintain and enhance professional practice

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required for individuals to manage their personal professional performance and to take responsibility for their professional development in relation to the provision of training and/or assessment services.

Application of the Unit

This unit addresses the processes required to maintain a high level of professional performance in the vocational education and training field. It includes modelling high standards of performance in accordance with professional standards and procedures, and the processes and outcomes involved in determining professional development needs and participating in associated activities.

This unit is also designed to assist vocational education and training personnel to identify strategies for maintaining currency and to respond to changes in vocational education and training policy and the operating environment.

The competency specified in this unit is typically required by a person involved directly or indirectly in the provision of training/ assessment services in a **training and/or assessment organisation** (refer to the definition provided in the Range Statement).

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.

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Performance criteria describe the performance needed to demonstrate achievement of the element. Where **bold italicised** text is used, further information is detailed in the 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 **Model high standards of performance**	1.1 Personal performance is consistent with the **organisation's goals and objectives**
	1.2 Appropriate **professional techniques and strategies** are modelled
	1.3 Personal work goals and plans reflect individual responsibilities and accountabilities in accordance with **organisational/legal requirements**
	1.4 **Ethical and inclusive practices** are applied in professional practice
2 **Determine personal development needs**	2.1 Personal knowledge and skills are assessed against units of competency and other relevant benchmarks to determine development needs and priorities
	2.2 Changes in vocational education and training policy and operating environments are identified and the impact on professional practice and personal development needs is determined
	2.3 **Feedback** from colleagues and clients is used to identify personal learning needs/areas of professional development
	2.4 Future career options are identified
	2.5 Personal learning needs are documented and updated
	2.6 Personal development needs are discussed with **relevant personnel** for inclusion in the **professional development plan**
3 **Participate in professional development activities**	3.1 **Development opportunities** suitable to personal learning style/s are selected and used to support continuous learning and maintain **currency of**

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		professional practice
	3.2	**Professional networks** are participated in to support continuous learning and to maintain professional practice
	3.3	Own performance and professional competency is continuously improved through engagement in professional development activities
	3.4	**Technology** is used to maintain regular communication with relevant networks, organisations and individuals
4 **Reflect on and evaluate professional practice**	4.1	**Developments and trends** impacting on professional practice are researched and integrated into work performance
	4.2	Feedback from colleagues/clients is used to identify and introduce improvements in work performance
	4.3	Innovative and responsive approaches for improving professional practice are identified through the use of **continuous improvement techniques and processes**
	4.4	Records, reports and recommendations for improvement are managed within the organisation's systems and processes

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

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that that they have managed their personal professional development. This includes documenting personal learning needs, having input into the professional development plan, in consultation with relevant personnel, participating in relevant industry networks and maintaining currency of professional practice.

Candidates must show that they have participated in relevant industry/professional development events or activities; identified and prioritised individual networking needs; shown how networks have been used to gain information and other support appropriate to workplace or work role; shown how feedback was used to identify further areas for development; used reflection strategies to identify new ways of improving performance; and used technology to access new information.

Evidence Requirements

Required knowledge includes:

organisational goals/objectives

organisational processes, procedures and opportunities relating to professional development

a range of continuous improvement techniques and processes and their application

social and education trends and changes impacting on the vocational education and training environment, for example:

policy changes

technological changes

cultural changes

economical changes

networks relevant to professional practice

standards/principles, ethnical/inclusive principles and practices

types and availability of training development activities and opportunities

relevant policies, legislation, codes of practice and national standards including national Commonwealth and state/territory legislation for example:

Training Packages, competency standards, other relevant benchmarks

licensing requirements

industry/workplace requirements

duty of care under common law

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	recording information and confidentiality requirements
	anti-discrimination including equal opportunity, racial vilification and disability discrimination
	workplace relations
	industrial awards/enterprise agreements
	National Reporting System
	relevant OHS knowledge relating to the work role/work context, and OHS when managing own professional practice and performance
Required skills and attributes include:	reflection skills to:
	systematically evaluate personal work practices to improve performance or understanding
	reduce or prevent stress
	leadership skills to present a professional image
	self-evaluation skills to:
	identify gaps in skills or knowledge
	obtain competencies to meet current and future organisational objectives
	research skills to:
	keep up with trends in vocational education and training to obtain current information
	identify relevant industry affiliations
	keep up with trends/changes/developments in the vocational area of competency
	communication skills to:
	obtain feedback from colleagues and clients
	participate in professional networks
	consult with colleagues and clients

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	interpersonal skills to: participate in industry events and activities build professional relationships
	networking skills to build an industry network
	literacy skills to: document personal learning needs read and interpret vocational education and training information such as legal/ organisational policy documents complete and maintain records related to professional development
	time management skills to: organise professional development activities analyse and identify career options create a balance between work, study, personal and recreation activities
Products that could be used as evidence include:	documented personal learning needs examples of developments and trends researched examples of continuous improvement techniques and processes used
Processes that could be used as evidence include:	how organisational ethics and/or practices were accessed and applied within organisational requirements how and why personal development needs were identified how feedback was obtained from clients and colleagues and used to improve work performance how and why professional practice was reflected on and evaluated
Resource implications for assessment include:	relevant organisational/legal documentation access to relevant benchmarks

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	access to networks, technology, communication
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 and 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:	evidence of contribution to professional development plan
	evidence of networking and using technology to gain information and other support
	evidence of participating in professional development activities and maintaining currency
	evidence of incorporating self reflection, feedback obtained from clients/colleagues into professional practice
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:

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TAAASS501B Lead and coordinate assessment systems and services

TAACMQ505B Lead a team to foster innovation

TAADEL503B Provide advanced facilitation to support 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.

Training and/or assessment organisation refers to:	a Registered Training Organisation (RTO), i.e. an organisation registered to provide recognised training and assessment services; includes TAFE institutes, private commercial colleges/companies, enterprises, community organisations, group training companies and schools
	an organisation working in a partnership arrangement with an RTO to provide recognised training and assessment services
	an organisation that provides non-recognised training and assessment services
Organisation's goals and objectives may relate to:	business plan
	strategic plan
	operational plan/s
	organisation's code of conduct
	flexibility and client responsiveness
	client satisfaction
	financial performance
	people management
	marketing and client service
	quality and quality assurance

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Professional techniques and strategies may include:	techniques for initiating action and directing decision making
	strategies for presenting a confident and assured manner in challenging situations
	maintaining ethical practice in the face of opposition
	modelling behavioural and personal presentation standards
	motivation strategies
	time management
	strategies for acknowledging and respecting the attitudes and beliefs of others
	techniques for promoting active participation
Organisational/legal requirements may include:	customer complaints, grievances and appeals
	risk identification and management, including OHS
	quality and continuous improvement processes and standards, including validation systems
	financial management, including refund policies and systems to protect fees paid in advance (if appropriate)
	recognition of qualifications issued by other training and/or assessment organisations
	access and equity
	client selection, enrolment and induction/orientation
	staff recruitment, induction and ongoing development and monitoring
	availability of policies and procedures to all personnel and learners/clients
	collaborative/partnership arrangements
	confidentiality and privacy requirements
	ethical standards
	defined resource parameters
	administrative and records management system, for example:

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	reporting/recording requirements and arrangements
	maintenance, retention, archiving, retrieval, storage and security of assessment information
	document version control
Ethical and inclusive practices may include:	demonstrating probity in all areas of responsibility
	modelling organisational/professional codes of conduct
	reinforcing ethical conduct in interactions with and between other people
	showing respect for individual diversity, culture and religion
	recognising and utilising difference to develop both the individual and the organisation
	demonstrating sensitivity to the circumstances and background of others
	fostering a culture of inclusiveness
	new/revised policy directions in vocational education and training
Feedback may include:	formal/informal performance appraisals
	obtaining comments from supervisors and colleagues
	obtaining comments from clients
	personal reflective behaviour strategies
	routine organisational methods for monitoring service delivery
Relevant personnel may include:	personnel responsible for initiating and approving the professional development plan for employees in the organisation
Professional development plan refers to:	the organisation's professional development plan for each individual staff member, outlining:
	work and personal career objectives
	identified areas requiring development

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	learning opportunities/activities
	relevant work activities/projects
	links to organisational training needs profile
Development opportunities may include:	undertaking further higher education/VET qualification
	undertaking professional development in specific areas of practice
	internal training/development programs
	relevant conferences, seminars and workshops
	reading relevant journals and literature
	networking with internal/external colleagues
	coaching and/or mentoring
Currency of professional practice may include:	vocational competency and/or technical expertise in subject matter
	professional practice as a trainer/facilitator, assessor
Professional networks may include:	informal networks with:
	other trainers/facilitators, assessors
	people working in industry/vocational area
	contacts in vocational education and training
	formal networks such as:
	local/interstate assessor/trainer networks
	interest and support groups
	regional, specialist and peak associations
	professional/occupation associations
	communities of practice
Technology may include:	computer-based communication, e.g. email, Internet, Extranet and Intranet
	facsimile machines
	telephone
	video conferencing
Developments and trends may include:	new/revised Training Packages in vocational

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	area of expertise
	legislative/regulatory changes in vocational area of competency
	new developments/directions/trends in vocational education and training
	policy changes in vocational education and training
Continuous improvement techniques and processes may include:	limited and systemic evaluation
	records review and maintenance
	self-assessment
	strategic business/operational planning
	ongoing education and training
	team meetings and networking

Unit Sector(s)

Not applicable.

Competency Field

Learning Environment

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