



Australian Government

Department of Education, Employment and Workplace Relations

CUSSOU402A Develop and implement sound plans

Revision Number: 2

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Modification History

Release	Comments
Release 2	Created to fix formatting errors only. Released with CUS09 Music Training Package version 1.2

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to 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.

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

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable

Employability Skills Information

Not applicable

Elements and Performance Criteria Pre-Content

<i>Elements describe the essential outcomes of a unit of competency.</i>	<i>Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.</i>
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Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish brief for sound system	1.1 Liaise with the <i>relevant personnel</i> to determine the project requirements 1.2 Undertake research to determine the best options for meeting <i>production requirements</i> 1.3 Consider available budget and other resources when determining the scope of the <i>production</i> 1.4 Source additional expertise as required
2. Produce sound plan	2.1 Develop a draft <i>sound plan</i> to meet production requirements 2.2 Ensure that microphone plots, <i>sound sources</i> , block diagrams and layout are drawn and notated as required 2.3 Anticipate problems that might arise and plan accordingly 2.4 Seek feedback on draft sound plan from relevant personnel and amend plan
3. Implement sound plan	3.1 Ensure that all parties meet their obligations, adhere to quality standards and work within project requirements 3.2 Ensure that relevant personnel are involved in negotiating and agreeing on changes to the sound plan 3.3 Ensure that sound system is tuned to achieve desired result 3.4 Ensure that <i>equipment</i> technical problems are addressed in ways that cause least disruption to productions 3.5 Ensure that all work is undertaken with due regard to OHS requirements 3.6 Prepare and update <i>documentation</i> as required
4. Evaluate operations	4.1 In consultation with relevant personnel identify aspects of the production that worked well and those that could be improved 4.2 Evaluate own role in operations and note areas for improvement 4.3 Provide feedback to team members on their performance as required 4.4 Document evaluation of operations in line with enterprise procedures

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
- 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

<p><i>The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.</i></p>	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	<p>Evidence of the ability to:</p> <ul style="list-style-type: none"> • 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	<p>Assessment must ensure:</p> <ul style="list-style-type: none"> • 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	<p>The following assessment methods are appropriate for this unit:</p> <ul style="list-style-type: none"> • 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	<p>Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example:</p> <ul style="list-style-type: none"> • BSBOHS407A Monitor a safe workplace • CUSSOU401A Record sound • CUSSOU405A Mix recorded music • CUSSOU407A Coordinate location sound recording.

Range Statement

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

<p><i>Relevant personnel</i> may include:</p>	<ul style="list-style-type: none"> • artists, musicians and performers • audio personnel: <ul style="list-style-type: none"> • 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.
<p><i>Production requirements</i> may include:</p>	<ul style="list-style-type: none"> • attributions • audience • budget • confidentiality • content • contractual arrangements • copyright • deadlines • direct quotes • duration • intellectual property

	<ul style="list-style-type: none"> • interviews • location • purpose • schedule • style.
<i>Productions</i> may include:	<ul style="list-style-type: none"> • live performance or event • commercial • print advertisement • corporate video • feature film and/or video • filmed event and/or performance • interactive media product • internet production • electronic game production • music recording and/or video • promotional trailer • radio broadcast • short film and/or video • television program • training film and/or video • voice-over.
Elements of a <i>sound plan</i> may include:	<ul style="list-style-type: none"> • list of equipment required • features of the sound system • personnel required • block diagrams to indicate positioning of equipment for optimum effect • pre-production testing arrangements • venue considerations • budget • performers' requirements • interaction with other production elements, e.g. lighting • sound sources.
<i>Sound sources</i> may include:	<ul style="list-style-type: none"> • dialogues and voice-overs • additional dialogue recording (ADR) • effects (FX) • music produced acoustically or electronically • foley • atmosphere • sounds from the natural environment.
<i>Equipment</i> may include:	<ul style="list-style-type: none"> • amplifiers

	<ul style="list-style-type: none"> • 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 • recording devices: <ul style="list-style-type: none"> • 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: <ul style="list-style-type: none"> • 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:	<ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none">• storyboards• technical manuals.
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Unit Sector(s)

Media and entertainment production - audio/sound