



Australian Government

CUV03 Visual Arts, Craft and Design Training Package

Release: 3.0

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Modification History

Version modification history

The version details of this endorsed Training Package are in the table below. The latest information is at the top of the table.

Version	Release date	Comments
3.0	January 2008	Addition of 17 new units: CUVPHI501A Research role and use of the photoimage in visual communication CUVPHI502A Research and exploit photoimaging trends CUVPHI503A Explore the descriptive and emotive nature of photo lighting CUVPHI504A Investigate and exploit innovative imaging options CUVPHI505A Produce an innovative presentation of professional work CUVPHI506A Produce commercial photoimages CUVPHI507A Provide domestic portrait services CUVPHI508A Produce media photoimages CUVPHI509A Make wedding photoimaging products CUVPHI510A Plan, capture and exploit art photoimages CUVPHI511A Produce technical photoimages CUVPHI512A Make illustrative images for publication and display CUVPHI513A Plan, capture and exploit stock photoimages CUVPHI514A Employ colour management in a digital imaging workplace CUVPHI515A Prepare digital images for pre-press printing CUVDES601A Design innovative products CUVIND501A Maintain and apply creative arts industry knowledge Addition of two new qualifications:

Version	Release date	Comments
		CUV50407 Diploma of Photoimaging CUV60307 Advanced Diploma of Creative Product Development Addition of one Skill Sets: Technical/Scientific Field-Based Photoimaging Incorporation of Employability Skills in units and within qualifications Unit codes changed to reflect mandatory ES changes Imported units updated (where amendments have been made through parent Training Package reviews) CUV40403 Certificate IV in Photoimaging updated to include more appropriate unit examples for retail assistants
2.0	January 2004	Addition of Certificates II and IV in Opal Cutting and Polishing
1.0	August 2003	Primary release

Preliminary information

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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 3.0 – 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 Skills Australia at 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. A significant change would mean assigning the version identifier ‘Version 2’ to the Training Package.

When a Training Package is reviewed it is considered to be a new Training Package for the purposes of version control (i.e. a new year identifier in the code is added, for example TDT02 becomes TDT07), then it is called Version 1.

Do not confuse the version number with the Training Package's national code (which remains the same during its period of endorsement).

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2.0	January 2004	Addition of Certificates II and IV in Opal Cutting and Polishing
1.0	August 2003	Primary release

History

This is the third edition of the Visual Arts, Craft and Design Training Package providing improved national qualifications for vocational education and training in the industry.

The Training Package covers diverse entry-level occupations in the visual arts, craft and design industries across a wide range of specialisations and media. These include, amongst others, photoimaging, painting, sculpture, digital art, ceramics and design fundamentals and media such as wood, glass and opal cutting and polishing. The Training Package also offers much needed qualifications in Arts Administration.

The Training Package addresses the specific needs and the significant contribution of Indigenous artists to the visual arts, craft and design culture of Australia through the inclusion of four specialist qualifications in Aboriginal or Torres Strait Islander Cultural Arts. In addition, for the first time, national commercial photography qualifications are available for photographers and photographer's assistants.

The Training Package comes at a time when creativity and innovation have been identified as integral skills not only for cultural practitioners but importantly for all other employees as well. The inclusion of specific standards on the articulation of the creative process enable creativity and innovation to be identified, taught and assessed by workplace enterprises and industry bodies.

Individual artists are now able to gain formal recognition for their skills and knowledge, regardless of where they acquired those skills – whether in education institutions, through practical experience or through a combination of both.

IBSA's priority is to ensure that the Training Package, originally developed by the former CREATE Australia, is implemented effectively. IBSA and its State and Territory ITABs will work in partnership with the visual arts, craft and design industries and registered training organisations to develop innovative and practical training arrangements. We are committed to ensuring the package's use across Australia.

Many people helped make this Training Package a reality. Thank you to the tireless members of the National Project Reference Group, Photoimaging Working Group, photoimaging industry, peak bodies in arts, craft and design and State and Territory industry training advisory bodies. Special thanks also go to the IBSA Board and its dedicated staff and talented consultants. And thank you to the many individuals and organisations across the visual arts, craft and design industries who donated their valuable time so generously to help us develop this Training Package.

New Approaches to Units and Qualifications in IBSA Training Packages

The IBSA Perspective

IBSA industries directly employ 20% of the Australian workforce and contribute over one third of Australia's Gross Domestic Product.

Specialists from within IBSA sectors are employed everywhere – human resource managers, accountants, IT specialists, administrative personnel, trainers and assessors are employed in all industries. Blended occupations combine business and management skills with other industry specialisations. Individuals working in the IBSA cultural industry fuel our creative economy.

Sole traders	Continual creation of new industries	Technological convergence	Existing workers needing higher level skills	Global contexts
Diverse workers	Rapid change	Compliance	Outsourcing	Remote working
Blended occupations	Individual responsibility for developing and maintaining skills	Continually shifting business partnerships and alliances	Virtual enterprises	Knowledge workers
Mature workers have different skilling and	Needs of entry level workers for full			

recognition qualification
needs

These are the emerging features and trends within IBSA industries; what holds true for IBSA within its own industries is also true beyond its industry portfolio.

Part of IBSA's response to the need for a skills development strategy that can meet these changing needs is the creation of an accessible and flexible framework of units, skill sets and qualifications which applies across all IBSA industries – developed around a set of common principles and design guidelines.

While consistent with all the key principles of Training Package development, a new framework approach would ultimately seek to move away from Training Package silos to a much more integrated model.

During 2005, the IBSA Board endorsed four guiding principles for the development of such a framework, highlighting the need for the framework to support nationally portable qualifications, industry integrity, quality delivery, and innovation and creativity in competency development and organisational development more broadly.

A detailed set of design principles has also been created to facilitate a more cohesive development approach across IBSA's different sectors.

These are divided as follows:

- conceptual clarity
- rationalisation and what it really means
- qualification design
- skill set design
- unit design.

Conceptual Clarity

Issue	Guiding Principles
Nature of competence – fit between performance and outcomes as opposed to skills and knowledge	content will be developed on the understanding that competence (and therefore units of competency) comprises a specification of knowledge and skill and the application of that knowledge and skill to the standard of performance required in the workplace IBSA Training Packages acknowledge the importance of essential and pre-vocational skills and may therefore incorporate units that have no direct workplace outcome e.g. creative thinking units, financial literacy units each component of a unit of competency will be considered as an integral part of the unit and of equal importance each unit will be developed and checked to ensure it reflects the four components of competency: task skills, task management skills, contingency management skills, job/role environment skills
Nature of	IBSA will pro-actively engage with the system to explore issues

competence – transferability and context	around transferable skills and transfer of learning, and how this might be encouraged and fostered in different industry sectors and delivery contexts units will begin to articulate expectations in relation to transferability under the unit section ‘Application of this unit’
Recognition	content development will acknowledge the importance of respecting an individual’s right to recognition with a separate unit of competency where the combination of skills, knowledge, performance and outcomes can be considered unique with no realistic expectation of skills transfer to different context content development will acknowledge the need to provide separate recognition of performance, skills and knowledge which hold a unique place in a given industry context due to factors such as: licensing or other regulation, accreditation, professional organisation membership, cultural considerations

Rationalisation

Rationalisation and the reduction of unnecessary duplication is a national priority, though there is currently no agreed national definition of rationalisation. To provide clarity around this issue, IBSA has defined rationalisation as:

- the re-structuring and streamlining of existing Training Package content to:
- reduce duplication within and between training products
- provide a cohesive and flexible set of national training products to meet the skill development needs of industry, the community and individuals.

Issue	Guiding Principles
Rationalisation purpose	• Rationalisation initiatives will be based on clear evidence of benefits for users. • Benefits of rationalisation will be articulated and documented in the context of specific review and development work. • Where the benefits for one user group have negative impacts on another user group/s, the overarching objectives of the Integrated Skills and Qualification Framework (ISQF) will guide decision making.
Overall rationalisation approach	• Content of current IBSA Training Packages will be re-organised into a framework of cross-industry and specialist/technical units. • Primary focus of IBSA’s rationalisation initiatives will be to identify commonalities across sectors, achieve better integration and reduce duplication so that the new framework better reflects the changing nature of work.
Rationalisation	• Focus of IBSA’s short-term rationalisation efforts will be in

priorities	key areas: • existing units and qualifications • units and qualifications which are the most widely used (based on NCVER and other data) • Training Packages due for review • new development • units and qualifications that have the most potential for wide use to meet emerging needs (e.g. innovation, creativity, design).
Rationalisation across contexts	• Focus of IBSA rationalisation across workplace contexts will be placed on units and qualifications where the following criteria apply: • units, skill sets and qualifications covering priority skills areas where convergence is occurring and there is evidence-based demand for better integration (e.g. digital content) • established or emerging pattern of career path movement across contexts • use of broadly similar technologies in the application of skills • use of underpinning literacies which are broadly similar in nature, scope and level of importance to a given task • well-argued case around transferability of skills and knowledge between contexts • reasonable expectation of system in terms of capacity to deliver on transferable skills.
Rationalisation across qualification levels	• Starting point for review/development of units will be the identification of different skills, knowledge and outcomes with no assumption of a unit to fit every AQF level. • Development of units for packaging at different qualification levels will therefore depend on the identification of different skills, knowledge and outcomes. • Differentiation between units at packaged at different qualification levels in the same skill area and the relationship between such units, will be clearly articulated in all unit components. • Individual units of competency have different degrees in terms of scope and complexity; IBSA development supports the position that it is qualifications which have AQF levels and not individual units of competency. • Qualification packaging rules will allow some units to be packaged across a range of AQF levels to provide appropriate flexibility.

Qualification Design

Issue	Guiding Principles
Starting points for developing qualifications	• IBSA will construct brief but meaningful profiles from the Industry Skills Report (ISR) about emerging patterns of work, with these profiles forming the basis for qualification review and development. • In the short-term absence of reliable ISR data, the research and analysis phase of unit and qualification review or development will place a much stronger emphasis on emerging industry trends and demand. • Developers will consider emerging patterns of work and provide clear justification and evidence of need for proposed qualification structures. • Developers will consider the benefits of developing qualifications based around function rather than specific industry context to better reflect emerging patterns of work. • IBSA Training Packages support and confirm the place of qualifications that may reach beyond existing notions of ‘occupational outcomes’ to reflect broad and varied individual, community and industry needs.
Overall approach to qualification structure	• Flexibility and options will be a key feature of all qualifications to allow for ongoing change – restrictive ‘rules’ will be kept to a minimum. • All qualifications will allow for multi-skilling and specialisation, unless particular legislative, licensing or certification restrictions apply. • Qualifications will provide improved guidance on appropriate packaging of units to meet particular vocational and broader outcomes, and industry contexts through addition of example packaging to meet different outcomes.
Qualification titling and specialisation	• Qualifications will be developed around a broad understanding that national policy on qualification titling will become more flexible to allow the nomination of specialisations in brackets after the main qualification title. • Specialisations and requirements to achieve those specialisations, will be nominated within each qualification. • Nominated specialisations will be based on consultation around the following criteria: • evidence-based established and emerging occupational outcomes, within and outside, traditional industry boundaries • relevant links to accreditation or licensing • industry development objectives and skills shortages • process and guidelines for the creation of new

	specialisations will be nominated as part of the supporting information for qualifications.
Nesting/ embedding of qualifications	• IBSA will adopt a flexible approach to nesting of qualifications that allows for: • stand-alone qualifications • partial nesting based on clear evidence of need • optional nesting through flexible elective choice based on clear evidence of need • where specific licensing or accreditation requirements apply, those requirements will guide the structure of the qualification • IBSA will add additional flexibility to any fully nested/embedded qualifications • IBSA will progress work with other ISCs and stakeholders to work towards common understandings around the concepts of nesting and embedding.
Parity of qualifications	• An overarching principle is that the content of qualifications will be determined by the relevant outcomes and by the way skills and knowledge are developed in different contexts. • Development of qualifications in various IBSA sectors will be used to inform a set of guidelines around qualification parity to address issues raised by vastly divergent development philosophies.
Licensing	• IBSA will scope areas under its coverage impacted by licensing and determine priorities for action. • IBSA will identify and participate in current licensing projects which impact its industry sectors. • Relevant qualifications will be developed in the context of current and emerging links between licensing and the training system.

Skill Sets Design

Issue	Guiding Principles
Skill sets as part of IBSA Training Packages	• Skill sets are a design methodology that can be applied to provide more flexible training and skill development options within the national training system and will therefore be considered a priority development area across IBSA sectors. • NQC has supported the skill sets concept (30 June 2006), defined as follows: • those single units or combinations of units which link to a licence or regulatory requirement, or defined industry need. • other skill sets may be identified and an RTO would still be able to identify a relevant combination of units to meet

	local, enterprise or individual needs. • Training Package Development Handbook guides the identification of skill sets. • IBSA views skill sets as a cluster of one or more units where achievement of competency in the units links to one or more of the following: • industry or community recognition, meeting an identified area of skill need/skill shortage • industry certification/accreditation • regulatory compliance • a licence to operate in a given context • vendor certification. • All future IBSA development and review projects will include consideration of the need for skill set development and involve consultation with industry, the training system and individuals on priority areas.
Composition and naming of skill sets	• Each skill set will be named using terminology meaningful to the primary target audience. • Skill sets may comprise any combination of units which meets the identified need and may include combinations of units which: • vary in scope and complexity • originate in different Training Packages.

Unit Design

Issue	Guiding Principles
Scope of each Unit of Competency	• Each IBSA unit will represent a discrete function and will not embed the content of other units. • IBSA Training Packages support the place of units that may reach beyond existing notions of 'workplace functions' to reflect broad and varied individual, community and industry needs i.e. essential skills. • Where skills and knowledge are identified in the Required Skills and Knowledge section, clear specification of the scope of skills and knowledge required within that particular unit will be a key focus. • Each unit will clearly articulate relationships with other units and pre-requisites will be kept to an absolute minimum. • Any referencing to other units will go beyond internal IBSA referencing to allow for broad application across all other relevant industry sectors. • Clear and explicit differentiation between units in the same skill area at different levels will be a key focus, with this

	differentiation to be evident within every unit component.
Language	• All IBSA units will use plain English. • IBSA cross-industry units will use context-neutral terminology to ensure they can be applied across varying contexts. • Generic parenthood statements will not appear in IBSA units, unless required by national policy decisions beyond the control of IBSA.
Specialist versus generalist units	• Units covering similar content areas will be developed at the same time and by the same people under a continuous improvement process to facilitate a more cohesive overall unit structure. • Units will provide clear information about the way different units are applied and by whom. • IBSA will consider the development of support materials (e.g. unit maps) to assist users in navigating the range of available units in a given skill area and the most appropriate units for particular purposes.
Unit codes	• Unit codes will include a number denoting the advised earliest appropriate packaging level for a unit within a qualification – but this does not indicate the unit itself has an AQF level.
Knowledge and research	• IBSA confirms and supports the value and importance of knowledge for all individuals in the workplace. • Application of knowledge will remain paramount and this application will be reflected in all units. • Specific units which focus on applied knowledge to meet licensing, regulatory or other well-defined industry needs will be supported. • For units within lower level qualifications approaches will be kept broad to allow for a focus on transferable research skills. • Existing units packaged at higher qualification levels will be reviewed, with a view to better articulation of specialised combinations of knowledge, skill and performance.
Learning and development	• IBSA confirms and supports the value and importance of ongoing learning and development for all individuals. • All units will explicitly embed learning as reflected in the current IBSA Generic Employability Skills Framework. • IBSA Training Package content will also include units dedicated to ongoing learning and development across all levels.
Creativity, innovation and design	• All units will explicitly embed innovation and creativity as reflected in the current Employability Skills Framework. • All IBSA Training Packages will include a suite of dedicated cross-industry units addressing creativity, innovation and design.

List of AQF Qualifications

Code	Title	Volume
Visual Arts and Contemporary Craft		
CUV1010 3	Certificate I in Visual Arts and Contemporary Craft	1
CUV2010 3	Certificate II in Visual Arts and Contemporary Craft	1
CUV3010 3	Certificate III in Visual Arts and Contemporary Craft	1
CUV4010 3	Certificate IV in Visual Arts and Contemporary Craft	1
Aboriginal or Torres Strait Islander Cultural Arts		
CUV1020 3	Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	1
CUV2020 3	Certificate II in Aboriginal or Torres Strait Islander Cultural Arts	1
CUV3020 3	Certificate III in Aboriginal or Torres Strait Islander Cultural Arts	1
CUV4020 3	Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	1
Opal Cutting and Polishing		
CUV2030 3	Certificate II in Opal Cutting and Polishing	1
CUV4060 3	Certificate IV in Opal Cutting and Polishing	1
Arts Administration and Management		
CUV3040 3	Certificate III in Arts Administration	1

CUV4050 Certificate IV in Arts Administration

3

1

CUV6010 Advanced Diploma of Arts Management

3

1

Design

CUV3030 Certificate III in Design Fundamentals

3

1

CUV4030 Certificate IV in Design

3

1

Photoimaging

CUV4040 Certificate IV in Photoimaging

3

1

CUV5010 Diploma of Photoimaging

7

1

Technical/Scientific Field-Based Photoimaging Skill Set

1

Creative Product Development

CUV6030 Advanced Diploma of Creative Product Development

7

1

List of units of competency with prerequisites

Code	Title	Prerequisite units
CUVOPA13B	Apply advanced pre-cutting processes to complex opals	CUVOPA03B Complete pre-cutting processes for solid opals
CUVPHI501A	Research role and use of the photoimage in visual communication	CUVDES04A Integrate colour theory and design processes in response to a brief CUVPHI03A Research and apply information on the traditions which inform photoimaging practice.
CUVPHI502	Research and exploit	CUVPHI01A Source and apply photoimaging

A	photoimaging trends	industry knowledge CUVPHI03A Research and apply information on the traditions which inform photoimaging practice CUVPHI07A Process photoimages to work print/file stage.
CUVPHI503A	Explore the descriptive and emotive nature of photo lighting	CUVPHI04A Apply photoimaging lighting techniques CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief.
CUVPHI504A	Investigate and exploit innovative imaging options	CUVPHI01A Source and apply photoimaging industry knowledge CUVPHI03A Research and apply information on the traditions which inform photoimaging practice CUVPHI05A Use a 35mm SLR camera or digital equivalent.
CUVPHI505A	Produce an innovative presentation of professional work	CUVCRS14A Prepare, store and maintain finished work CUVPHI03A Research and apply information on the traditions which inform photoimaging practice CUVPHI05A Use a 35mm SLR camera or digital equivalent.
CUVPHI506A	Produce commercial photoimages	CUVDES04A Integrate colour theory and design processes in response to a brief CUVPHI04A Apply photoimaging lighting techniques CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI07A Process photoimages to work print/file stage CUVPHI08A Enhance, manipulate and output photoimages.
CUVPHI507A	Provide domestic portrait services	CUVPHI04A Apply photoimaging lighting techniques

		CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI08A Enhance, manipulate and output photoimages.
CUVPHI508A	Produce media photoimages	CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI07A Process photoimages to work print/file stage CUVPHI08A Enhance, manipulate and output photoimages.
CUVPHI509A	Produce wedding photoimaging products	CUVPHI04A Apply photoimaging lighting techniques CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI07A Process photoimages to work print/file stage.
CUVPHI510A	Plan, capture and exploit visual art photoimages	CUVCRS14A Prepare, store and maintain finished work CUVDES04A Integrate colour theory and design processes in response to a brief CUVPHI04A Apply photoimaging lighting techniques CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI07A Process photoimages to work print/file stage CUVPHI08A Enhance, manipulate and output photoimages.
CUVPHI511A	Produce technical photoimages	CUVPHI04A Apply photoimaging lighting techniques

		CUVPHI06A Plan and carry out image capture in response to a brief.
CUVPHI512A	Make illustrative images for publication and display	CUVDES04A Integrate colour theory and design processes in response to a brief CUVPHI04A Apply photoimaging lighting techniques CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI07A Process photoimages to work print/file stage.
CUVPHI513A	Plan, capture and exploit stock photoimages	CUVPHI04A Apply photoimaging lighting techniques CUVPHI05A Use a 35mm SLR camera or digital equivalent CUVPHI06A Plan and carry out image capture in response to a brief CUVPHI07A Process photoimages to work print/file stage.
CUVPHI514A	Employ colour management in a digital imaging workplace	CUFDIG303A Produce and prepare photo images CUFDIG304A Create visual design components.
CUVPHI515A	Prepare digital images for pre-press printing	CUFDIG303A Produce and prepare photo images CUVPHI07A Process photoimages to work print/file stage CUVPHI514A Employ colour management in a digital imaging workplace

Mapping units of competency

Related units in previous Training Package CUV03 Version 2	Unit code and title in CUV03 Version 3	Relationship to previous versions
BSBADM304A	BSBITU307A	Deleted and incorporated

Design and develop text documents	Develop keyboarding speed and accuracy BSBITU309A Produce desk top published documents	into new units BSBITU307A and BSBITU309A; these units are not equivalent to BSBADM304A
BSBADM305A Create and use databases	BSBITU301A Create and use databases	Updated and equivalent
BSBADM306A Create electronic presentations	BSBITU302A Create electronic presentations	Updated and equivalent
BSBADM403A Develop and use complex databases	BSBITA401A Design databases	Delete and incorporated into new unit BSBITA401A; not equivalent
BSBADM404A Develop and use complex spreadsheets	BSBITU402A Develop and use complex spreadsheets	Updated and equivalent
BSBADM405A Organise meetings	BSBADM405B Organise meetings	Updated and equivalent
BSBADM502A Manage meetings	BSBADM502B Manage meetings	Updated and equivalent
BSBCMN103A Apply basic communication skills	BSBCMM101A Apply basic communication skills	Updated and equivalent
BSBCMN108A Develop keyboard skills	BSBITU102A Develop keyboard skills	Updated and equivalent
BSBCMN203A Communicate in the workplace	BSBCMM201A Communicate in the workplace	Updated and equivalent with minor change
BSBCMN205A Use business technology	BSBWOR204A Use business technology	Updated and equivalent
BSBCMN207A Prepare and process financial/business documents	FNSICGEN305A Maintain daily financial/business records	Deleted and replaced; not equivalent
BSBCMN213A Produce simple word	BSBITU201A Produce simple word	Updated and equivalent

processed documents	processed documents	
BSBCMN214A Create and use simple spreadsheets	BSBITU202A Create and use spreadsheets	Updated and equivalent
BSBCMN305A Organise workplace information	BSBINM301A Organise workplace information	Updated and equivalent
BSBCMN306A Produce business documents	BSBITU306A Design and produce business documents	Updated and equivalent
BSBCMN311A Maintain workplace safety	BSBOHS201A Participate in OHS processes	Deleted and merged into BSBOHS201A; not equivalent
BSBEBUS404A Trade online	BSBITU305A Conduct online transactions	Deleted and merged with BSBITU305A; not equivalent
BSBFLM404A Lead work teams	BSBWOR402A Promote team effectiveness	BSBFLM404A was replaced by BSBFLM412A, which has been replaced by BSBWOR402A. Updated and equivalent to BSBFLM412A with minor change
BSBFLM502A Provide leadership in the workplace	BSBWOR502A Ensure team effectiveness	BSBFLM502A was replaced by BSBFLM512A Ensure team effectiveness; which in turn has been replaced by BSBWOR502A. Updated and equivalent to BSBFLM512A
BSBFLM503A Establish effective workplace relationships	BSBMGT502B Manage people performance	Deleted and covered by BSBMGT502B; not equivalent
BSBFLM507A Manage quality customer service	BSBCUS501A Manage quality customer service	Updated and equivalent
BSBFLM509A	BSBMGT516A	Updated and equivalent

Promote continuous improvement	Facilitate continuous improvement	with minor change
BSBFLM510A Facilitate and capitalise on change and innovation	BSBINN502A Build and sustain an innovative work environment	Deleted and covered by new unit BSBINN502A; not equivalent
BSBHR402A Recruit and select personnel	BSBHRM402A Recruit, select and induct staff	Updated and equivalent with minor change
BSBSBM301A Research business opportunities	BSBSMB301A Investigate micro business opportunities	New unit based on but not equivalent to BSBSBM301A
BSBSBM401A Establish business and legal requirements	BSBSMB401A Establish legal and risk management requirements of small business	Updated and equivalent
BSBSBM402A Undertake financial planning	BSBSMB402A Plan small business finances	Updated and equivalent
BSBSBM403A Promote the business	BSBSMB403A Market the small business	Updated and equivalent
BSBSBM404A Undertake business planning	BSBSMB404A Undertake small business planning	Updated and equivalent
BSBSBM405A Monitor and manage business operations	BSBSMB405A Monitor and manage small business operations	Updated and equivalent
BSBSBM406A Manage finances	BSBSMB406A Manage small business finances	Updated and equivalent
BSBSBM407A Manage a small team	BSBSMB407A Manage a small team	Updated and equivalent
BSZ401A Plan assessment	TAAASS401B Plan and organise assessment	Replaced and equivalent
BSZ402A Conduct assessment	TAAASS301B Contribute to assessment	BSZ402A is equivalent to completing one of

	TAAASS402B Assess competence	TAAASS301A or TAAASS402A
BSZ403A Review assessment	TAAASS404B Participate in assessment validation	Replaced with partial equivalence
BSZ404A Train small groups	TAADEL301B Provide training through instruction and demonstration of work skills	Replaced and equivalent
CUFGEN02A Identify industry laws and regulations and apply them to workplace activities	Nil	Deleted and incorporated into range of industry context and program planning/production units, including: CUFAIR401A Conduct interviews CUFIND201A Develop and apply creative arts industry knowledge CUFIND301A Work effectively in the screen and media industries CUFPPM301A Plan and prepare programs
CUFMEM07A Apply principles of visual design and communication to the development of a multimedia product	Nil	Deleted and aspects (relevant to AQF level functions) covered in CUFDIG304A Higher level design functions covered in a range of design units, including: CUFANM503A Design animation and digital visual effects CUFDIG402A Design user interfaces CUFDIG504A Design games
CUFSAF01B Follow health, safety and	BSBOHS201A Participate in OHS	Deleted and replaced; not equivalent

security procedures	processes	
CUSADM03A Manage a project	BSBPMG510A Manage projects	Deleted and replaced; not equivalent
CUSADM04A Manage a major project	BSBPMG601A Direct the integration of projects	Deleted and replaced; not equivalent
CUSADM05A Develop and implement a business/strategic plan	BSBMGT616A Develop and implement strategic plans BSBMGT617A Develop and implement a business plan	Deleted and replaced; not equivalent
CUSADM06A Develop and implement an operational plan	BSBMGT515A Manage operational plan	Deleted and replaced; not equivalent
CUSADM07A Establish and maintain work and contractual relationships	BSBREL401A Establish networks BSBREL402A Build client relationships and business networks CUVIND501A Maintain and apply creative arts industry knowledge	Deleted with partial equivalence to BSBREL401A, BSBREL402A and CUVIND501A
CUSADM08A Address copyright requirements	CUFCMP501A Manage and exploit copyright arrangements	Updated and equivalent
CUSADM09A Address legal and administrative requirements	BSBSMB401A Establish legal and risk management requirements of small business	Deleted and replaced; not equivalent
CUSGEN02B Work in a culturally diverse environment	BSBDIV301A Work effectively with diversity	Deleted and replaced; unit equivalent
CUSGEN04B Participate in negotiations	FNSICGEN402B Participate in negotiations	Deleted and replaced; unit equivalent
CUSGEN05B Make presentations	BSBCMM401A Make a presentation	Deleted and replaced; unit equivalent

CUSRAD01A Collect and organise information	CUFRES201A Collect and organise content for broadcast or publication	Replaced and equivalent
CUSRAD02A Conduct research	CUFRES401A Conduct research	Replaced and equivalent
CUVADM01A Develop and implement arts administration systems and procedures	CUVADM01B Develop and implement arts administration systems and procedures	Updated and equivalent
CUVADM02A Plan work space	CUVADM02B Plan work space	Updated and equivalent
CUVADM05A Plan and develop information management systems	CUVADM05B Plan and develop information management systems	Updated and equivalent
CUVADM08A Develop and manage public relations strategies	CUVADM08B Develop and manage public relations strategies	Updated and equivalent
CUVADM10A Research and utilise revenue and funding opportunities	CUVADM10B Research and utilise revenue and funding opportunities	Updated and equivalent
CUVADM11A Work within an arts organisation context	CUVADM11B Work within an arts organisation context	Updated and equivalent
CUVADM12A Work with arts professionals in an arts organisation	CUVADM12B Work with arts professionals in an arts organisation	Updated and equivalent
CUVADM13A Research and critique cultural work(s)	CUVADM13B Research and critique cultural work(s)	Updated and equivalent
CUVCON06A Develop concepts for arts organisations or projects	CUVCON06B Develop concepts for arts organisations or projects	Updated and equivalent
CUVCOR01A Source concept for own	CUVCOR01B Source concept for own	Updated and equivalent

work	work	
CUVCOR02A Develop and articulate concept for own work	CUVCOR02B Develop and articulate concept for own work	Updated and equivalent
CUVCOR03A Develop, refine and communicate concept for own work	CUVCOR03B Develop, refine and communicate concept for own work	Updated and equivalent
CUVCOR04A Originate concept for own work and conduct critical discourse	CUVCOR04B Originate concept for own work and conduct critical discourse	Updated and equivalent
CUVCOR07A Use drawing techniques to represent the object or idea	CUVCOR07B Use drawing techniques to represent the object or idea	Updated and equivalent
CUVCOR08A Produce drawings to represent and communicate the concept	CUVCOR08B Produce drawings to represent and communicate the concept	Updated and equivalent
CUVCOR09A Select and apply drawing techniques and media to represent and communicate the concept	CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept	Updated and equivalent
CUVCOR11A Source information on history and theory and apply to own area of work	CUVCOR11B Source information on history and theory and apply to own area of work	Updated and equivalent
CUVCOR12A Review history and theory for application to artistic practice	CUVCOR12B Review history and theory for application to artistic practice	Updated and equivalent
CUVCOR13A Research and critically analyse history and theory to inform artistic practice	CUVCOR13B Research and critically analyse history and theory to inform artistic practice	Updated and equivalent
CUVCRS01A Plan work for a nominated site	CUVCRS01B Plan work for a nominated site	Updated and equivalent

CUVCRS02A Select sites and plan work	CUVCRS02B Select sites and plan work	Updated and equivalent
CUVCRS03A Produce computer-aided drawings	CUVCRS03B Produce computer-aided drawings	Updated and equivalent
CUVCRS04A Produce technical drawings	CUVCRS04B Produce technical drawings	Updated and equivalent
CUVCRS05A Use typography techniques for design work	CUVCRS05B Use typography techniques for design work	Updated and equivalent
CUVCRS06A Make scale models	CUVCRS06B Make scale models	Updated and equivalent
CUVCRS08A Document the work progress	CUVCRS08B Document the work progress	Updated and equivalent
CUVCRS11A Select and prepare work for exhibition	CUVCRS11B Select and prepare work for exhibition	Updated and equivalent
CUVCRS13A Store finished work	CUVCRS13B Store finished work	Updated and equivalent
CUVCRS14A Prepare, store and maintain finished work	CUVCRS14B Prepare, store and maintain finished work	Updated and equivalent
CUVCRS16A Prepare text and graphic files for print processing	CUVCRS16B Prepare text and graphic files for print processing	Updated and equivalent
CUVDES01B Apply colour theory in response to a brief	BSBDES301A Explore the use of colour	Replaced and equivalent
CUVDES02B Apply the design process to 2-dimensional work in response to a brief	BSBDES302A Explore and apply the creative design process to 2D forms	Replaced and equivalent
CUVDES03B Apply the design process to 3-dimensional work in	BSBDES303A Explore and apply the creative design process to	Replaced and equivalent

response to a brief	3D forms	
CUVDES04A Integrate colour theory and design processes in response to a brief	CUVDES04B Integrate colour theory and design processes in response to a brief	Updated and equivalent
CUVDES05B Interpret and respond to a brief	BSBDES402A Interpret and respond to a design brief	Updated and equivalent
CUVDSP01B Source and apply design industry knowledge	BSBDES304A Source and apply design industry knowledge	Updated and equivalent
CUVDSP02B Develop self as designer	BSBDES403A Develop and extend design skills and practice	Updated and equivalent
CUVDSP04B Research and apply the history and theory of design to design practice	BSBDES305A Source and apply information on the history and theory of design	Updated and equivalent
CUVDSP07A Research and apply techniques for graphic design	CUVDSP07B Research and apply techniques for graphic design	Updated and equivalent
CUVDSP11A Research and apply techniques for illustrative work	CUVDSP11B Research and apply techniques for illustrative work	Updated and equivalent
CUVDSP13A Research and apply techniques for the design of wearable objects	CUVDSP13B Research and apply techniques for the design of wearable objects	Updated and equivalent
CUVDSP14A Research and apply techniques for the design of products	CUVDSP14B Research and apply techniques for the design of products	Updated and equivalent
CUVDSP15A Research and apply techniques for application to spatial design	CUVDSP15B Research and apply techniques for application to spatial design	Updated and equivalent

CUVICS01A Contribute to workplace improvements	CUVICS01B Contribute to workplace improvements	Updated and equivalent
CUVICS02A Share ideas in the workplace	CUVICS02B Share ideas in the workplace	Updated and equivalent
CUVICS03A Develop innovative ideas at work	CUVICS03B Develop innovative ideas at work	Updated and equivalent
CUVICS04A Originate and develop a concept	CUVICS04B Originate and develop a concept	Updated and equivalent
CUVICS05A Lead a team to foster innovation	CUVICS05B Lead a team to foster innovation	Updated and equivalent
CUVICS06A Create an innovative work environment	CUVICS06B Create an innovative work environment	Updated and equivalent
CUVICS07A Set up systems that support innovation	CUVICS07B Set up systems that support innovation	Updated and equivalent
CUVOPA01A Identify and describe opal	CUVOPA01B Identify and describe opal	Updated and equivalent
CUVOPA02A Handle and store rough and cut opal	CUVOPA02B Handle and store rough and cut opal	Updated and equivalent
CUVOPA03A Complete precutting processes for solid opals	CUVOPA03B Complete precutting processes for solid opals	Updated and equivalent
CUVOPA04A Cut and polish an opal solid	CUVOPA04B Cut and polish an opal solid	Updated and equivalent
CUVOPA05A Complete pre-cutting processes for opal doublets and triplets	CUVOPA05B Complete pre-cutting processes for opal doublets and triplets	Updated and equivalent

CUVOPA06A Cut and polish an opal doublet/triplet	CUVOPA06B Cut and polish an opal doublet/triplet	Updated and equivalent
CUVOPA07A Use opal carving tools	CUVOPA07B Use opal carving tools	Updated and equivalent
CUVOPA08A Production cut and polish opal	CUVOPA08B Production cut and polish opal	Updated and equivalent
CUVOPA09A Use a faceting machine	CUVOPA09B Use a faceting machine	Updated and equivalent
CUVOPA10A Cut opal spheres and beads	CUVOPA10B Cut opal spheres and beads	Updated and equivalent
CUVOPA11A Obtain opal	CUVOPA11B Obtain opal	Updated and equivalent
CUVOPA12A Identify the requirements for establishing an opal-cutting workshop	CUVOPA12B Identify the requirements for establishing an opal-cutting workshop	Updated and equivalent
CUVOPA13A Apply advanced pre-cutting processes to complex opals	CUVOPA13B Apply advanced pre-cutting processes to complex opals	Updated and equivalent
CUVOPA14A Undertake operational maintenance of machinery	CUVOPA14B Undertake operational maintenance of machinery	Updated and equivalent
CUVPHI01A Source and apply photoimaging industry knowledge	CUVPHI01B Source and apply photoimaging industry knowledge	Updated and equivalent
CUVPHI02A Develop self for photoimaging industry	CUVPHI02B Develop self for photoimaging industry	Updated and equivalent
CUVPHI03A Research and apply information on the traditions which inform photoimaging practice	CUVPHI03B Research and apply information on the traditions which inform photoimaging practice	Updated and equivalent

CUVPHI04A Apply photoimaging lighting techniques	CUVPHI04B Apply photoimaging lighting techniques	Updated and equivalent
CUVPHI05A Use a 35mm SLR camera or digital equivalent	CUVPHI05B Use a 35mm SLR camera or digital equivalent	Updated and equivalent
CUVPHI06A Plan and carry out image capture in response to a brief	CUVPHI06B Plan and carry out image capture in response to a brief	Updated and equivalent
CUVPHI07A Process photoimages to work print/file stage	CUVPHI07B Process photoimages to work print/file stage	Updated and equivalent
CUVPHI08A Enhance, manipulate and output photoimages	CUVPHI08B Enhance, manipulate and output photoimages	Updated and equivalent
CUVPHI09A Use colour materials, processing and printing techniques in a wet darkroom context	CUVPHI09B Use colour materials, processing and printing techniques in a wet darkroom context	Updated and equivalent
CUVPHI10A Use and extend wet darkroom techniques to produce monochrome photographs	CUVPHI10B Use and extend wet darkroom techniques to produce monochrome photographs	Updated and equivalent
CUVPRP01A Develop self as artist	CUVPRP01B Develop self as artist	Updated and equivalent
CUVPRP02A Develop understanding of own Aboriginal or Torres Strait Islander identity	CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity	Updated and equivalent
CUVPRP03A Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts	CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts	Updated and equivalent
CUVPRP04A Produce work which	CUVPRP04B Produce work which	Updated and equivalent

expresses own Aboriginal or Torres Strait Islander identity	expresses own Aboriginal or Torres Strait Islander identity	
CUVVSP01A Produce calligraphy	CUVVSP01B Produce calligraphy	Updated and equivalent
CUVVSP02A Research and experiment with techniques to produce calligraphy	CUVVSP02B Research and experiment with techniques to produce calligraphy	Updated and equivalent
CUVVSP04A Apply techniques to produce ceramics	CUVVSP04B Apply techniques to produce ceramics	Updated and equivalent
CUVVSP05A Produce ceramics	CUVVSP05B Produce ceramics	Updated and equivalent
CUVVSP07A Apply techniques in wheel-formed ceramics	CUVVSP07B Apply techniques in wheel-formed ceramics	Updated and equivalent
CUVVSP11A Apply techniques to produce digital images	CUVVSP11B Apply techniques to produce digital images	Updated and equivalent
CUVVSP12A Produce digital images	CUVVSP12B Produce digital images	Updated and equivalent
CUVVSP13A Research and experiment with techniques for digital image enhancement and manipulation	CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation	Updated and equivalent
CUVVSP14A Apply techniques to produce drawings	CUVVSP14B Apply techniques to produce drawings	Updated and equivalent
CUVVSP15A Produce drawings	CUVVSP15B Produce drawings	Updated and equivalent
CUVVSP16A Research and experiment with techniques to produce drawings	CUVVSP16B Research and experiment with techniques to produce drawings	Updated and equivalent
CUVVSP17A	CUVVSP17B	Updated and equivalent

Apply techniques to produce glass work	Apply techniques to produce glass work	
CUVVSP18A Apply techniques to produce video art	CUVVSP18B Apply techniques to produce video art	Updated and equivalent
CUVVSP19A Produce video art	CUVVSP19B Produce video art	Updated and equivalent
CUVVSP20A Research and experiment with techniques to produce video art	CUVVSP20B Research and experiment with techniques to produce video art	Updated and equivalent
CUVVSP21A Produce glass work	CUVVSP21B Produce glass work	Updated and equivalent
CUVVSP22A Research and experiment with techniques to produce glass work	CUVVSP22B Research and experiment with techniques to produce glass work	Updated and equivalent
CUVVSP24A Research and experiment with techniques to produce installation	CUVVSP24B Research and experiment with techniques to produce installation	Updated and equivalent
CUVVSP26A Apply techniques to produce jewellery	CUVVSP26B Apply techniques to produce jewellery	Updated and equivalent
CUVVSP27A Produce jewellery	CUVVSP27B Produce jewellery	Updated and equivalent
CUVVSP28A Research and experiment with techniques to produce jewellery	CUVVSP28B Research and experiment with techniques to produce jewellery	Updated and equivalent
CUVVSP34A Apply techniques to produce paintings	CUVVSP34B Apply techniques to produce paintings	Updated and equivalent
CUVVSP35A Produce paintings	CUVVSP35B Produce paintings	Updated and equivalent
CUVVSP36A Research and experiment	CUVVSP36B Research and experiment	Updated and equivalent

with techniques to produce paintings	with techniques to produce paintings	
CUVVSP38A Research and experiment with techniques to produce performance art	CUVVSP38B Research and experiment with techniques to produce performance art	Updated and equivalent
CUVVSP44A Apply techniques to produce prints	CUVVSP44B Apply techniques to produce prints	Updated and equivalent
CUVVSP45A Produce prints	CUVVSP45B Produce prints	Updated and equivalent
CUVVSP46A Research and experiment with techniques to produce prints	CUVVSP46B Research and experiment with techniques to produce prints	Updated and equivalent
CUVVSP48A Research and experiment with techniques to produce public art	CUVVSP48B Research and experiment with techniques to produce public art	Updated and equivalent
CUVVSP50A Apply techniques to produce sculpture	CUVVSP50B Apply techniques to produce sculpture	Updated and equivalent
CUVVSP51A Produce sculpture	CUVVSP51B Produce sculpture	Updated and equivalent
CUVVSP52A Research and experiment with techniques to produce sculpture	CUVVSP52B Research and experiment with techniques to produce sculpture	Updated and equivalent
CUVVSP54A Apply techniques to produce textile/fibre work	CUVVSP54B Apply techniques to produce textile/fibre work	Updated and equivalent
CUVVSP55A Produce textile/fibre work	CUVVSP55B Produce textile/fibre work	Updated and equivalent
CUVVSP56A Research and experiment with techniques to produce textile/fibre work	CUVVSP56B Research and experiment with techniques to produce textile/fibre work	Updated and equivalent

CUVVSP57A Apply techniques to produce wood objects	CUVVSP57B Apply techniques to produce wood objects	Updated and equivalent
CUVVSP58A Produce wood objects	CUVVSP58B Produce wood objects	Updated and equivalent
CUVVSP59A Research and experiment with techniques to produce wood objects	CUVVSP59B Research and experiment with techniques to produce wood objects	Updated and equivalent
CUVVSP06A Research and experiment with techniques to produce ceramics	CUVVSP06B Research and experiment with techniques to produce ceramics	Updated and equivalent
ICPMM43CA Incorporate digital photography into multimedia presentations	ICPMM321A Capture a digital image	Deleted and replaced; not equivalent
ICPMM65DA Create web pages with multimedia	CUFDIG201A Maintain interactive content ICAB4169A Use development software and IT tools to build a basic website ICAB5165A Create dynamic web pages	Deleted and replaced; not equivalent
Nil	CUVDES601A Design innovative products	New unit – no equivalent in CUV03 Version 2
Nil	CUVIND501A Maintain and apply creative arts industry knowledge	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI501A Research role and use of the photoimage in visual communication	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI502A Research and exploit photoimaging trends	New unit – no equivalent in CUV03 Version 2

Nil	CUVPHI503A Explore the descriptive and emotive nature of photo lighting	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI504A Investigate and exploit innovative imaging options	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI505A Produce an innovative presentation of professional work	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI506A Produce commercial photoimages	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI507A Provide domestic portrait services	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI508A Produce media photoimages	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI509A Make wedding photoimaging products	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI510A Plan, capture and exploit art photoimages	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI511A Produce technical photoimages	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI512A Make illustrative images for publication and display	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI513A Plan, capture and exploit stock photoimages	New unit – no equivalent in CUV03 Version 2
Nil	CUVPHI514A Employ colour management in a digital imaging	New unit – no equivalent in CUV03 Version 2

	workplace	
Nil	CUVPHI515A Prepare digital images for pre-press printing	New unit – no equivalent in CUV03 Version 2
SRXHRM001B Manage volunteers	SITXHRM004C Manage volunteers	Updated and equivalent (subject to SIT06 endorsement)
THHGH503B Provide first aid	HLTFA301B Apply first aid	Deleted and replaced; not equivalent
THHGLE12B Develop and manage marketing strategies	BSBMKG608A Develop organisational marketing objectives BSBMKG609A Develop a marketing plan	Deleted and replaced; not equivalent
THHGLE15B Manage financial operations	FNSICORG609B Develop and manage financial systems	Deleted and replaced; not equivalent
THHGLE22A Manage risk	BSBR5K501A Manage risk	Deleted and replaced; not equivalent
WRRCA1B Operate retail equipment	WRRLP5B Apply store security systems and procedures	Deleted and replaced; not equivalent (greater relevance to retail assistant job role in Certificate IV in Photoimaging)
WRRCS3B Interact with customers	WRRS4B Build relationships with customers	Deleted and replaced; not equivalent (greater relevance to retail assistant job role in Certificate IV in Photoimaging)
WRR11B Perform stock control procedures	WRR15A Maintain and order stock	Deleted and replaced; not equivalent (greater relevance to retail assistant job role in Certificate IV in Photoimaging)
WRRM1B Merchandise products	WRRM5A Monitor in-store visual merchandising display	Deleted and replaced; not equivalent (greater relevance to retail assistant job role in Certificate IV in Photoimaging)

		Photoimaging)

Mapping qualifications

Related qualification in previous Training Package CUV03 Version 2	Qualification code and title in CUV03 Version 3	Relationship to previous versions
CUV10103 Certificate I in Visual Arts and Contemporary Craft	CUV10103 Certificate I in Visual Arts and Contemporary Craft	Updated and equivalent
CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts	Updated and equivalent
CUV20103 Certificate II in Visual Arts and Contemporary Craft	CUV20103 Certificate II in Visual Arts and Contemporary Craft	Updated and equivalent
CUV20203 Certificate II in Aboriginal or Torres Strait Islander Cultural Arts	CUV20203 Certificate II in Aboriginal or Torres Strait Islander Cultural Arts	Updated and equivalent
CUV20303 Certificate II in Opal Cutting and Polishing	CUV20303 Certificate II in Opal Cutting and Polishing	Updated and equivalent
CUV30103 Certificate III in Visual Arts and Contemporary Craft	CUV30103 Certificate III in Visual Arts and Contemporary Craft	Updated and equivalent
CUV30203 Certificate III in Aboriginal or Torres Strait Islander Cultural Arts	CUV30203 Certificate III in Aboriginal or Torres Strait Islander Cultural Arts	Updated and equivalent
CUV30303 Certificate III in Design Fundamentals	CUV30303 Certificate III in Design Fundamentals	Updated and equivalent

CUV30403 Certificate III in Arts Administration	CUV30403 Certificate III in Arts Administration	Updated and equivalent
CUV40103 Certificate IV in Visual Arts and Contemporary Craft	CUV40103 Certificate IV in Visual Arts and Contemporary Craft	Updated and equivalent
CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts	Updated and equivalent
CUV40303 Certificate IV in Design	CUV40303 Certificate IV in Design	Updated and equivalent
CUV40403 Certificate IV in Photoimaging	CUV40403 Certificate IV in Photoimaging	Updated to include more appropriate unit examples for retail assistants and equivalent
CUV40503 Certificate IV in Arts Administration	CUV40503 Certificate IV in Arts Administration	Updated and equivalent
CUV40603 Certificate IV in Opal Cutting and Polishing	CUV40603 Certificate IV in Opal Cutting and Polishing	Updated and equivalent
CUV60103 Advanced Diploma of Arts Management	CUV60103 Advanced Diploma of Arts Management	Updated and equivalent
Nil	CUV50407 Diploma of Photoimaging	New qualification – no equivalent in CUV03 Version 2
Nil	CUV60307 Advanced Diploma of Creative Product Development	New qualification – no equivalent in CUV03 Version 2
Nil	Technical/Scientific Field-Based Photoimaging Skill Set	New skill set – no equivalent in CUV03 Version 2

Explanation of the review date

The review date (shown on the title page and in the footer of each page) indicates when the Training Package is expected to be reviewed in the light of changes such as changing technologies and circumstances. The review date is not an expiry date. Training Packages and their components remain current until they are reviewed or replaced.

Note to user

Continuous Improvement

As of 2006, the review date will incorporate continuous improvement.

The National Quality Council (NQC) has determined that the initial intensive development phase of Training Packages is complete and that it is time for the emphasis to move to ensuring the currency of Training Packages and to improving their 'fitness for purpose'.

Consequently, future emphasis will be on improving Training Packages through periodic review balanced by a continuum of Training Package maintenance, endorsement and implementation, referred to as continuous improvement.

Continuous improvement will focus on information gathering and analysis in a context of industry engagement, market intelligence and product development.

The fitness for purpose and currency of Training Packages will continue to be monitored by the NQC in a three year cycle, but determinations will be made on the basis of evidence of continuous improvement and sufficiency of consultative processes.

A full review of a Training Package may still be undertaken where evidence of continuous improvement is not considered to be sufficient, or where consultation indicates the need. This may be requested by the NQC or by the ISC.

Training Package coding will be updated every three years in line with NQC processes.

Continuous improvement processes will be used following the first review of each Training Package, except in cases where the time elapsed since the last review indicates a need for a full review.

Overview

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, and recognising and assessing people's 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 that 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 Training Framework?

The National Training Framework is made up of the nationally agreed quality arrangements for the vocational education and training sector, the Australian Quality Training Framework (AQTF), 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?

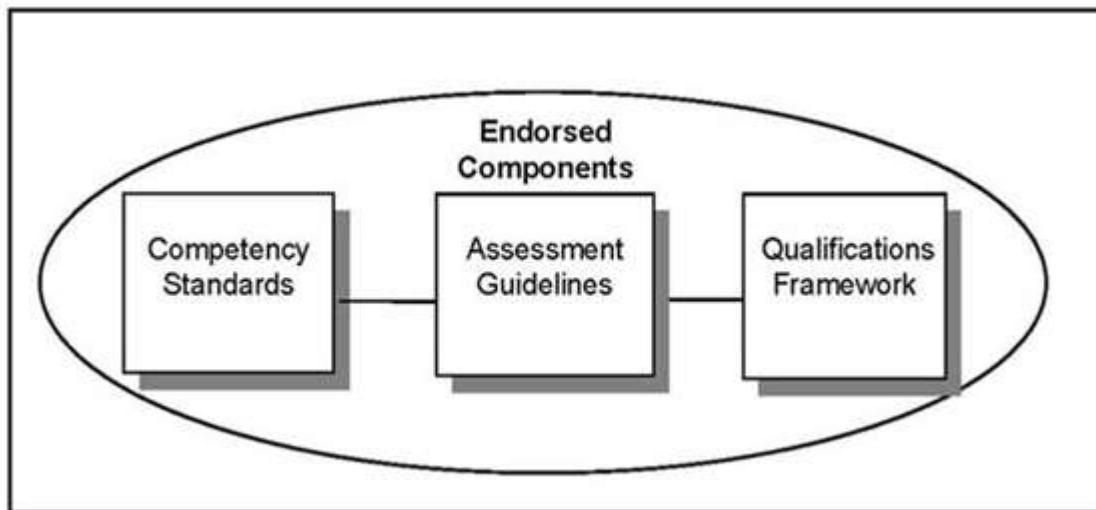
Training and assessment using Training Packages must be conducted by a registered training organisation (RTO) that has the qualifications or specific units of competency on its scope of registration, or that works in partnership with another RTO as specified in the AQTF Standards for Registered Training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

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 Standards for Registered Training Organisations. The Assessment Guidelines must be followed to ensure the integrity of assessment leading to nationally recognised qualifications.

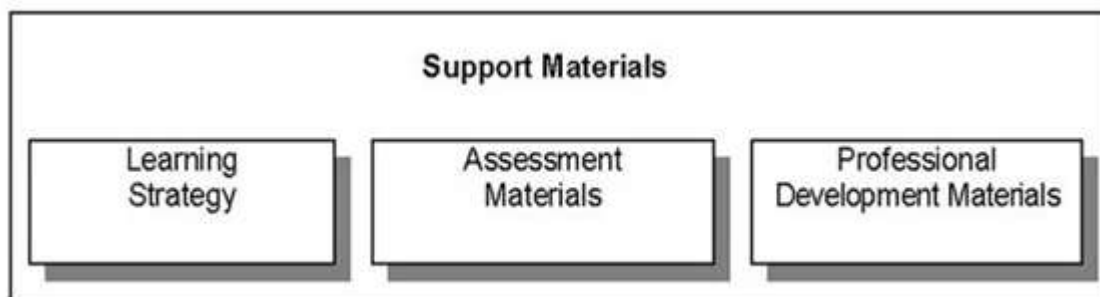
Qualifications Framework

Each Training Package provides details of those units of competency that must be achieved 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 the 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) website**, 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 title always following the code.

Training Package codes

Each Training Package has a unique five-character national code assigned when the Training Package is endorsed, for example WRF04. 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

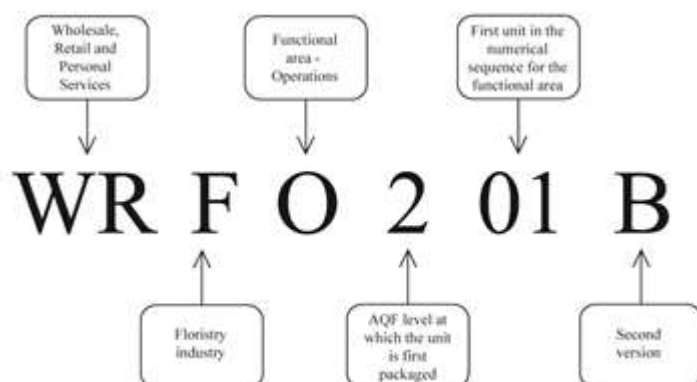
Within each Training Package, each qualification has a unique eight-character code, for example WRF20104. The first three letters identify the Training Package; the first digit identifies the qualification level (noting that numbers are not used in qualification titles themselves); the next two digits identify the position in the sequence of the qualification at that level; and the last two digits 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. The 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.

A typical code is made up of 12 characters, normally a mixture of upper-case letters and numbers, as in WRF0201B. The first three characters signify the Training Package (WRF in this example) and are followed by up to eight characters, relating to the industry sector, function or skill area.

The last character is always a letter and identifies the unit of competency version. The 'B' in the example above indicates that this is not the original unit of competency. An incremented version identifier usually 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. Where changes are made that alter the outcome, a new code is assigned and the title is changed. The diagram below illustrates the meaning assigned to each character in this example unit of competency code.



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 Package's broad industry coverage.

Qualification titles

The title of each endorsed Training Package qualification is unique. Qualification titles use the following sequence:

- firstly, the qualification is identified as 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 and 'of' for Diploma and Advanced Diploma
- then the industry descriptor follows, for example Transport
- if applicable, the occupational or functional stream follows in brackets, for example (Warehousing and Storage).

For example:

- TDT10102 Certificate I in Transport and Distribution (Warehousing and Storage).

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:

- TDTA1497B Use product knowledge to complete work operations.

Historical and general information**Historical and general information****CUV03 Development Approach**

The Visual Arts, Craft and Design 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
- Film, television and radio
- Library and information services
- Multimedia
- Museums, galleries and cultural heritage sites
- Music
- Performing arts
- Visual arts, craft and design.

Development of the Visual Arts Craft and Design Training Package was split across two stages:

- **Stage 1** – development of qualifications and competencies from Certificate I to Certificate IV, except in the area of Arts Administration and Management which goes to Advanced Diploma
- **Stage 2** – development of higher level qualifications and competencies in photoimaging.

This publication represents the completed outcome of both stages, and sees the introduction of a Diploma of Photoimaging and Advanced Diploma of Creative Product Development. It also takes into account Training Package development requirements as outlined in *The Training Package Development Handbook* released by DEST in November 2006.

The development of the qualifications was undertaken within a context of consultation and feedback from industry and potential providers. A number of underpinning principles were articulated, including:

- maximisation of flexibility to meet a range of different applications and contexts
- maximisation of opportunity to draw units from other relevant Training Packages to increase flexibility, pathways and recognition
- incorporation wherever possible of relevant units from other Training Packages or initiatives
- ensuring that a user who wishes to focus on a single specialisation is able to do so
- ensuring that a user who wishes to undertake an eclectic mix across specialisations is able to do so
- ensuring that a user with a studio and experimental focus is able to select appropriate units
- ensuring that a user with a small business focus is able to select appropriate units
- ensuring that design fundamentals are articulated and underpin all other design specialisations
- ensuring that there is an appropriate pathway from arts practitioner to administrator/manager
- development of a package with a manageable number of qualifications.
- The national qualifications are not courses and the standards 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 Federal Government and working within the scope of vocational training and education (VTE), the Department of Education, Science and Training (DEST) 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 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
- printing and graphic arts.

These industries are important contributors to Australia's economy, both in their own right and because their skills underpin growth in other industries. An important trend in the innovation and business industries is the blurring of sectoral borders due to converging technologies. Examples include the convergence of telecommunications and information technology, the overlap between printing and the cultural industries in areas such as graphic design and digital media, and the overlap between printing and ICT in areas such as variable data printing and business process control. Such overlaps and areas of common interest will create the need for shared protocols.

Other important trends affecting the industries include the increased demand for blended, flexible workforces, transferable skills and employability skills. These skills are required in areas such as innovation, business, finance, information technology, OHS and training compliance. The innovation and business industries have a high level of occupational spillage, with a significant proportion of people in innovation and business occupations employed in other industries.

Meeting the needs of such a workforce is a challenge for the industry and for the training sector. A significant number of occupations in this industry fall within the ABS definition of *knowledge workers* (which includes managers, administrators, professionals and associate professionals). These workers are vital to Australia's continued economic success.

Cultural industries

The cultural industries contributed around 1.4% of Australia's GDP in 2004–05. Exports of cultural goods, including books and works of art, totalled \$576 million in 2002–03, or 0.5% of all goods exported from Australia; some 41% of these exports were to New Zealand. Cultural imports totalled \$3 342 million, or 2.5% of all goods imported; most came from China, the United Kingdom and the United States, and the major items imported were television receivers, radio broadcast receivers and printed books. Australia's total overseas earnings from cultural and recreational services in 2002–03 were \$342 million, while payments to other countries totalled \$986 million. Of these payments, 69% were for audiovisual and related services, while music royalties accounted for about 21%.¹

¹ Australian Government Department of Education, Science and Training, *Industry Skills Report – Innovation and Business (December 2006)*, pp 5, 9

CUV03 at a Glance

The outcomes of the following four Cultural Industries projects (conducted concurrently between 2005 and 2006) underpin the changes and updates within this Training Package:

- review of the Film TV Radio and Multimedia Training Package
- review of the Music Industry Training Package
- research into Diploma and Advanced Diploma qualifications in Visual Arts Craft and Design
- research into the synergies between all of the Cultural Industries Training Packages.

The focus of these changes include:

- the explicit expression of employability and essential skills in units of competency
- the addition of mandatory Employability Skills text in the Training Package's Introduction, Qualifications Framework and Assessment Guidelines
- the inclusion of a Diploma of Photoimaging
- the inclusion of an Advanced Diploma of Creative Product Development
- the packaging of units at no more than two AQF levels
- the provision of clear guidance on required skills, knowledge and critical aspects of evidence
- the reduction of duplication within and between units and qualifications
- the use of Plain English and accepted industry terminology in titles
- the use of technology-neutral language.

Qualifications Framework

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*, 3rd Edition, 2002. You can download it from the Australian Qualifications Framework Advisory Board (AQFAB) website (www.aqf.edu.au) or obtain a hard copy by contacting AQFAB on phone 03 9639 1606 or by emailing AQFAB on aqfab@curriculum.edu.au.

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...
- Diploma of...
- Advanced Diploma of...
- Vocational Graduate Certificate in...
- 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 Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Statement of Attainment

Where an AQF qualification is partially achieved through the achievement of one or more endorsed units of competency, an RTO may issue a Statement of Attainment. Issuance of Statements of Attainment must comply with the advice provided in the *AQF Implementation Handbook* and the Australian Quality Training Framework *Standards for Registered Training Organisations*, particularly Standard 10.

Under the *Standards for Registered Training Organisations*, 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 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 and information?

Certificate II***Characteristics of learning outcomes***

- 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 selection 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 coordination 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
- 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 provide 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 management requirements, evaluation and coordination.
- The 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 the development of strategic initiatives as well as personal responsibility and autonomy in performing complex technical operations or organising others. They may include participation in teams, including teams concerned with planning and evaluation functions. Group or team coordination 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

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 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 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.
- 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.
- 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.

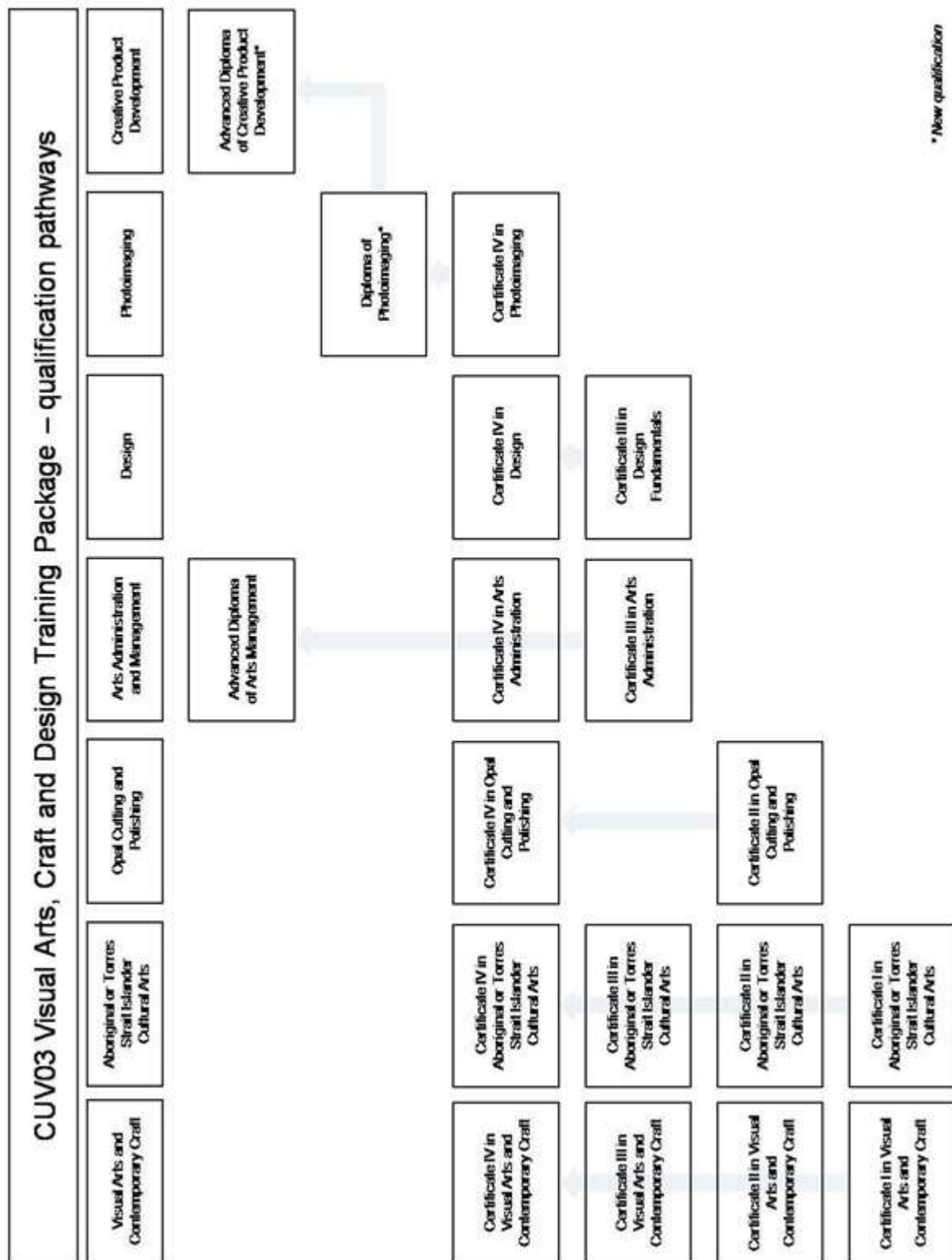
Qualifications pathways

Qualifications pathways

CUV03 Qualifications Pathways at a glance

The Visual Arts, Craft and Design Training Package does not mandate particular pathways to the achievement of qualifications. It is the prerogative of Registered Training Organisations 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 diagram outlines possible pathways to attain qualifications within the Visual Arts, Craft and Design Training Package. It is important to note that pathways between qualifications may vary depending upon specific contexts and individual needs. It is also important to note that State-accredited courses may be used to compliment the pathways identified within the Visual Arts, Craft and Design Training Package, and that advice of this nature may be sought from State/Territory Training Authorities.



Employability skills

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 have replaced 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 in 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 the following eight employability skills.

- Communication
- 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.

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 and harmonious relations across employees and customers:	• listening and understanding • speaking clearly and directly • 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 • 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. future 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	• adapting to new situations • developing a strategic, creative and long-term vision • being creative

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.
innovative outcomes:	- identifying opportunities not obvious to others - translating ideas into action - 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. 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

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.
	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 is included 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 the 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.

Training Package notes

Training Package notes

Work outcome

All vocational education qualifications must lead to a work outcome. The Visual Arts, Craft and Design Training Package qualifications allow Registered Training Organisations to vary programs to meet:

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

Maximising employability

In all cases, when packaging Visual Arts, Craft and Design qualifications, 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 no duplication of work outcomes occur either within the Visual Arts, Craft and Design Training Package or among other Training Packages.

Units of Competency for Inclusion in Visual Arts, Craft and Design Qualifications

Visual Arts, Craft and Design qualifications allow for the inclusion of units from outside the specified field or domain in the Visual Arts, Craft and Design Training Package, and from other endorsed Training Packages.

It is expected that, in most cases these units will come from the same Australian Qualification Framework (AQF) qualification, however, in some Training Packages, the same units appear over a range of AQF qualifications. In these cases, for purposes of parity, the unit should be chosen from the 'lowest' qualification at which it is included.

Advice on Pre-requisites

Each qualification's packaging rules identifies if there are pre-requisite units of competency required in order to undertake the qualification. These have been kept to a minimum in order to:

- Maximise the opportunities for entry. In the case of candidates with limited or no vocational experience and no lower level qualification clear advice is provided as to the suitability of undertaking the qualification given their lack of current vocational experience.
- Facilitate all pathways to the achievement of a qualification.
- Ensure that a person with existing relevant experience, skills and knowledge can have competencies recognised and undertake a program commensurate with their learning needs at an appropriate level.
- Easily allow for units to be exported to other Training Packages or used in qualifications contained in other Training Packages.

Thus the Visual Arts, Craft and Design Training Package will not mandate particular pathways to the achievement of qualifications. It is the prerogative of Registered

Training Organisations to use the rules of the qualifications to provide the best learning programs and sequences to meet the needs of their students and business customers.

Assessment Guidelines

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 Australian Quality Training Framework (AQTF) *Standards for Registered Training Organisations*. 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 requirements, licensing/registration requirements and assessment pathways.

Benchmarks for assessment

Assessment within the National Training Framework is the process of collecting evidence and making judgements 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 (VET) sector must meet the requirements of the AQTF as expressed in the *Standards for Registered Training Organisations*.

The *Standards for Registered Training Organisations* can be downloaded from the Department of Education, Science and Training (DEST) website at www.dest.gov.au or can be obtained in hard copy from DEST. The following points summarise the assessment requirements under the AQTF.

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 *Standards for Registered Training Organisations*. The RTO must have the specific units of competency or AQF qualifications on its scope of registration. See Section 1 of the *Standards for Registered Training Organisations*.

Quality training and assessment

Each RTO must have systems in place to plan for and provide quality training and assessment across all its operations. See Standard 1 of the *Standards for Registered Training Organisations*.

Assessor competency requirements

Each person involved in training, assessment or client service must be competent for the functions they perform. See Standard 7 of the *Standards for Registered Training Organisations* for assessor competency requirements. Standard 7 also specifies the competencies that must be held by trainers.

Assessment requirements

The RTO's assessments must meet the requirements of the endorsed components of Training Packages within its scope of registration. See Standard 8 of the *Standards for Registered Training Organisations*.

Assessment strategies

Each RTO must identify, negotiate, plan and implement appropriate learning and assessment strategies to meet the needs of each of its clients. See Standard 9 of the *Standards for Registered Training Organisations*.

Mutual recognition

Each RTO must recognise the AQF qualifications and Statements of Attainment issued by any other RTO. See Standard 5 of the *Standards for Registered Training Organisations*.

Access and equity and client services

Each RTO must apply access and equity principles, provide timely and appropriate information, advice and support services that assist clients to identify and achieve desired outcomes. This may include reasonable adjustment in assessment. See Standard 6 of the *Standards for Registered Training Organisations*.

Partnership arrangements

RTOs must have, and comply with, written agreements with each organisation providing training or assessment on its behalf. See Standard 1.6 of the *Standards for Registered Training Organisations*.

Recording assessment outcomes

Each RTO must have effective administration and records management procedures in place, and must record AQF qualifications and Statements of Attainment issued. See Standards 4 and 10.2 of the *Standards for Registered Training Organisations*.

Issuing AQF qualifications and Statements of Attainment

Each RTO must issue AQF qualifications and Statements of Attainment that meet the requirements of the *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 where the individual is assessed as competent against fewer units of competency than required for an AQF qualification. See Standard 10 and Section 2 of the *Standards for Registered Training Organisations*.

Licensing

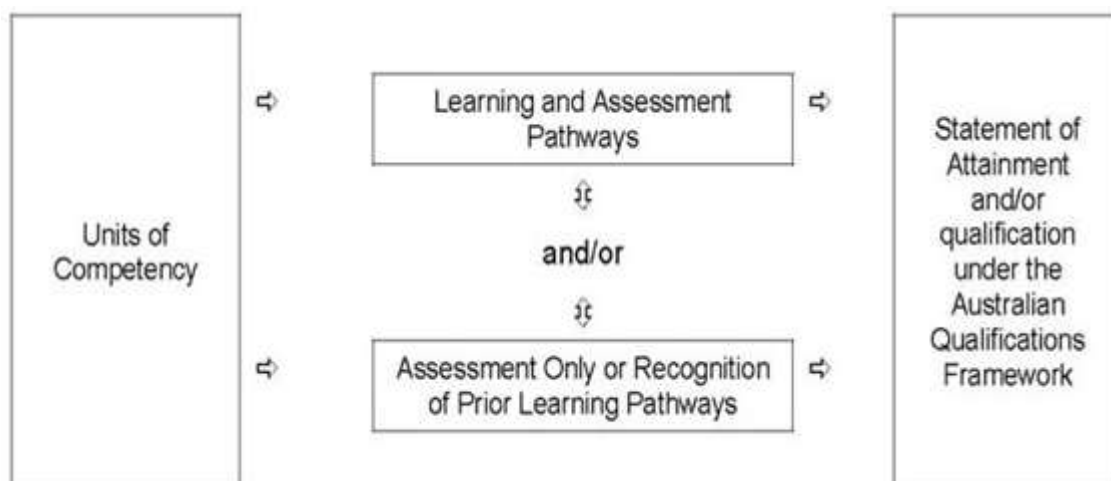
There are no licensing and registration requirements that impact on this Training Package.

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
- 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 *Standards for Registered Training Organisations*.

Learning and assessment pathways

Usually, learning and assessment are integrated, with assessment evidence being collected and feedback provided to the candidate at any time 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 and action learning-based; conducted by distance or e-learning; and involve practice and experience in the workplace.

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 or written assessment. Where the outcomes of this process indicate that the candidate is competent, structured training is not required. The RPL requirements of Standard 8.2 of the *Standards for Registered Training Organisations* must be met.

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)
- 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 RPL 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,
- people with disabilities or injuries requiring a change in career.

Combination of pathways

Where candidates for assessment have gained competencies through work and life experience and gaps in their competency 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 *Standards for Registered Training Organisations* specify mandatory competency requirements for assessors. For information, Standard 7.3 of the *Standards for Registered Training Organisations* follows:

7.3 a The RTO must ensure that assessments are conducted by a person who has:
i the following competencies* from the Training Package for Assessment and Workplace Training, or demonstrated equivalent competencies:

- a TAAASS401B Plan and organise assessment;
- b TAAASS402B Assess competence;
- c TAAASS404B Participate in assessment validation;

ii relevant vocational competencies, at least to the level being assessed.

b However, if a person does not have all the competencies in Standards 7.3 a (i) and vocational competencies defines in Standards 7.3 a (ii), one person with the competencies listed in Standards 7.3 a (i), and one or more persons who have the competencies listed in Standards 7.3 a (ii) may work together to conduct assessments.

*** A person who holds the competencies BSZ401A Plan assessment, BSZ402A Conduct assessment, and BSZ403A Review assessment from the Training Package for Assessment and Workplace Training will be accepted for the purposes of this standard. A person who has demonstrated equivalent competencies to BSZ401A and BSZ402A and BSZ403A in the period up to 12 months following publication of the Training and Assessment Training Package will also be accepted for the purposes of this standard.**

Designing assessment tools

This section provides an overview on the use and development of assessment tools.

Using assessment tools

Assessment tools provide a means of collecting the evidence that assessors use in making judgements 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 website (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

There is no set format or process for the design, production or development of assessment material.

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 validation of assessment strategies as required under 9.2 (i) of the *Standards for Registered Training Organisations*
- meet the assessment requirements expressed in the Standards for Registered Training Organisations, particularly Standards 8 and 9.

A key reference for assessors developing assessment tools is TAA04 Training and Assessment Training Package and the unit of competency TAAASS403B Develop assessment tools.

Conducting assessment

This section details the mandatory assessment requirements and provides information on equity in assessment including reasonable adjustment.

Mandatory assessment requirements

Assessments must meet the criteria set out in Standard 8 from the *Standards for Registered Training Organisations*. For information, Standard 8 of the *Standards for Registered Training Organisations* is reproduced below.

8 RTO assessments

The RTO's assessments meet the requirements of the endorsed components of Training Packages and the outcomes specified in accredited courses within the scope of its registration.

8.1 The RTO must ensure that assessments (including RPL):

- comply with the assessment guidelines included in the applicable nationally endorsed Training Packages or the assessment requirements specified in accredited courses
- lead to the issuing of a statement of attainment or qualification under the AQF when a person is assessed as competent against nationally endorsed unit(s) of competency in the applicable Training Package or modules specified in the applicable accredited course
- are valid, reliable, fair and flexible
- iv provide for applicants to be informed of the context and purpose of the assessment and the assessment process
- where relevant, focus on the application of knowledge and skill to the standard of performance required in the workplace and cover all aspects of workplace performance, including task skills, task management skills, contingency management skills and job role environment skills
- involve the evaluation of sufficient evidence to enable judgements to be made about whether competency has been attained
- provide for feedback to the applicant about the outcomes of the assessment process and guidance on future options in relation to those outcomes
- are equitable for all persons, taking account of individual needs relevant to the assessment
- provide for reassessment on appeal.

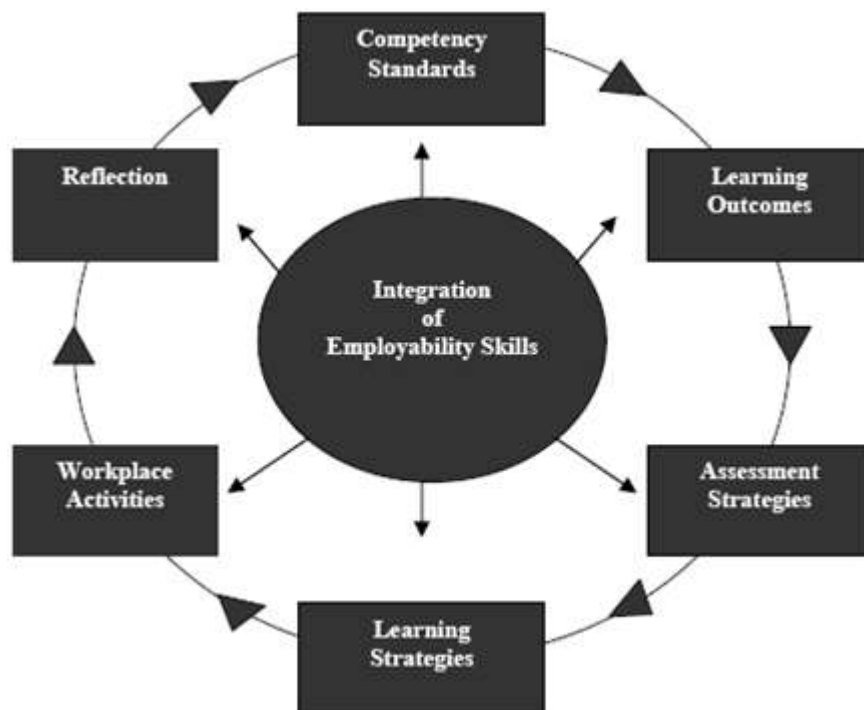
8.2 a The RTO must ensure RPL is offered to all applicants on enrolment.

b The RTO must have an RPL process that:

- is structured to minimise the time and cost to applicants
- provides adequate information, support and opportunities for participants to engage in the RPL process.

Delivery and assessment of employability skills

Employability skills are integral to workplace competency and, as such, must be considered in the design, customisation, delivery and assessment of VET programs in an integrated and holistic way, as represented diagrammatically below.



Training providers must analyse the employability skills information contained in units of competency in order to design valid and reliable learning and assessment strategies. This analysis includes:

- reviewing unit(s) of competency to determine how each relevant employability skill is found and applied within the unit
- analysing the employability skills summary for the qualification in which the units are packaged to help clarify relevant industry or workplace contexts with regard to the application of employability skills at that qualification level
- designing learning and assessment activities that address the employability skills requirements.

For more information on employability skills in this Training Package go to the Innovation and Business Skills Australia website 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.

Reasonable adjustments can be made to ensure equity in assessment for people with disabilities. Adjustments include any changes to the assessment process or context that meet the individual needs of the person with a disability, but do not change competency outcomes. Such adjustments are considered 'reasonable' if they do not impose an unjustifiable hardship on a training provider or employer.

When assessing people with disabilities, assessors are encouraged to apply good practice assessment methods with sensitivity and flexibility.

Training and Assessment in Remote and Regional Areas

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

- the lack of numbers allowing the establishment of traditional class sizes
- the 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 (eg. 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 -such as e-mail, Internet or self-paced resources or CD.

Training and Assessment Issues for Schools

Implementation of the Visual Arts and Contemporary Craft Training Package within the school sector, whilst encouraged, needs to ensure the following:

- currency of skills and knowledge of those charged with training and assessment of students
- access to industry-current equipment, facilities and training resources so that students acquire a realistic view of the realities and conditions within screen and media workplaces
- comprehensive coverage of underpinning skills and knowledge as delineated within the competency standards
- appropriateness of learning and assessment experiences to ensure that these are current and realistic.

Some particular options worth exploring are:

- partnerships between schools to enable a sharing of teacher/trainer expertise and access to industry expertise
- partnerships between schools, TAFE colleges and/or private providers
- partnerships between schools and industry
- use of industry-based assessors.

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 for planning training and assessment.

It is recommended that delivery of qualifications in schools should only include Certificates

I and II.

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.

TVET Australia Ltd

Level 21, 390 St Kilda Road
MELBOURNE VIC 3004
PO Box 12211
A'Beckett Street PO
MELBOURNE VIC 8006
Telephone: (03) 9832 8100
Fax: (03) 9832 8199
Web: tvetaustralia.com.au
Email: sales@tvetaustralia.com.au

Innovation and Business Industry Skills Council

Building B, Level 2
192 Burwood Road
HAWTHORN VIC 3122
Telephone: (03) 9815 7000
Fax: (03) 9815 7001
Web: www.ibsa.org.au
Email: reception@ibsa.org.au

General resources

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

AQF Implementation Handbook, 3rd Edition. Australian Qualifications Framework Advisory Board, 2002, www.aqf.edu.au

Australian Quality Training Framework (AQTF) – for general information go to:
www.dest.gov.au/sectors

Australian Quality Training Framework (AQTF) – for resources and information go to:
www.dest.gov.au

Australian Quality Training Framework Standards for Registered Training Organisations, Australian National Training Authority, Melbourne, 2005. Available in hard copy from State or Territory Training Authorities or can be downloaded from www.dest.gov.au

National Training Information Service, an electronic database providing comprehensive information about RTOs, Training Packages and accredited courses – www.ntis.gov.au

Style Guide for Training Package Support Materials, Australian National Training Authority, Melbourne 2003 – can be downloaded from the ANTA page at www.dest.gov.au

TAA04 Training and Assessment Training Package – this is available from Innovation and Business Skills Australia (IBSA) and can be viewed, and components downloaded, from the National Training Information Service (NTIS)

Assessment resources

Training Package Assessment Guides – a range of resources to assist RTOs in developing Training Package assessment materials developed by DEST with funding from the Department of Education, Training and Youth Affairs. It is made up of 10 separate titles, as described at the ANTA publications page of www.dest.gov.au. Go to www.resourcegenerator.gov.au/loadpage.asp?TPAG.htm

Printed and CD ROM versions of the Guides can be purchased from TVET Australia. The resource includes the following guides:

- Training Package Assessment Materials Kit
- Assessing Competencies in Higher Qualifications
- Recognition Resource
- Kit to Support Assessor Training
- Candidate's Kit: Guide to Assessment in New Apprenticeships
- Assessment Approaches for Small Workplaces
- Assessment Using Partnership Arrangements
- Strategies for Ensuring Consistency in Assessment
- Networking for Assessors
- Quality Assurance Guide for Assessment
- An additional guide 'Delivery and Assessment Strategies' has been developed to complement these resources.

Assessment tool design and conducting assessment

VETASSESS & 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

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

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

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

Western Australia Department of Training and VETASSESS 1998, *Kit for Skills Recognition Organisations*, WADOT, Perth

Competency Standards

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 focusing 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 organisations (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
- 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 code

The unit code reflects the Training Package, as well as industry sector, function or skill area, and version characteristics. Depending on the industry, it can reflect other attributes.

Unit title

The unit title is a succinct statement of the outcome of the unit of competency. Each unit of competency title is unique.

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 indicates that the unit contains employability skills.

Prerequisite units (optional)

If there are any units of competency that must be completed before the unit, these will be listed.

Co-requisite units (optional)

If there are any units of competency that must be completed with the unit, these will be listed.

Application of the unit

This subsection 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.

Unit 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

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 explained in range statement, in the order of their appearance in the performance criteria.

Required skills and knowledge

The skills and knowledge required for the unit 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. The range of variables should be more than a glossary of terms.

Evidence guide

The evidence guide is critical in assessment as it provides information to the 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
- the required underpinning skills and knowledge.

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 that are incorporated into the units of competency and qualifications.

Employability skills are not a discrete requirement contained in units of competency (as was the case with key competencies). They 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.

Appendices

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 New Apprenticeship.

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

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 and achieved by any other provider.

The AQTF 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 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

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 is 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 Certificate IV 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

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 Employment, Education, 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 varies 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
- 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; and
- 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.
- The 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 the 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:

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' school-based learning.¹

¹ OECD, 2000, <i>From Initial Education to Working Life: Making Transitions Work</i>. 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
- 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:

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

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

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

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

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

That the workplace must have on site a qualified workplace trainer and assessor in ‘direct line’ control of the student (to avoid training and assessment by ‘proxy’).

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).

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.

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

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

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

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

That the actual variables of the PC be documented for audit purposes and for verification of appropriateness of the range 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/simulated work placements may also be legitimate.

Appendix B: 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.

DEST provides further information in the Disability Standards for Education 2005 Guidance Notes, accessible via the DEST website (www.dest.gov.au/NR/rdonlyres/11D73DAB-5477-42F2-AB39-BE2F5BD9BC04/15407/DisabilityStandards_GuidanceNotes_004_screen.pdf).

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

‘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 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 people who have a disability are able to participate in vocational education and training and employment 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, illness or birth.

According to the 2003 Australian Bureau of Statistics (ABS) Survey of Disability, Ageing and Carers (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 SDAC 2003 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 below.

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 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 fair 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 who 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. However, an 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:

- 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 DEST website has information about the 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.dest.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.) • minimise stress • reflective listening skills • 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.

Type of Disability	Reasonable Adjustment
Mobility impairment:	• access to aids such as for holding documents • adjustable tables • lifting limits • note taking support • oral rather than written presentations • personal computer • wheelchair access.
Psychiatric disability:	• identification and avoidance of stresses • ongoing rather than formal assessments • reflective listening skills • 'time-out' breaks in assessment.
Speech impairment:	• summarise information • minimise stress • time and patience • written rather than verbal opportunities.
Vision impairment:	• additional writing time for assignments/tests • audio tapes • 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.

Sources of support for employment, training and assessment

There are many sources to support in the employment, training and assessment of a person who has a disability; some of these are listed below.

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

Ph: (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)

ADECT 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
Ph: (03) 6324 3787
Fax: (03) 6324 3788
Website: www.adcet.edu.au

Australian Association of the Deaf

PO Box 1083
Stafford QLD 4053
Ph: (07) 3357 8266
Fax: (07) 3357 8377
TTY: (07) 3357 8277
Email: aad@aad.org.au
Website: www.aad.org.au

Australian Federation of Deaf Societies

PO Box 1060
Parramatta NSW 2124
Ph: (02) 8833 3615
Fax: (02) 9893 8333
TTY: (02) 9893 8858

Australian Federation of Disability Organisations

Australian Federation of Disability Organisations
247 Flinders lane
Melbourne VIC 3000
Ph: (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
Ph: (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
Ph: (02) 6290 2253
Fax: (02) 6290 2252
Email: bianational@apex.net.au

Carers Australia

PO Box 73
Deakin West ACT 2600
Ph: (02) 6122 9900
Fax: (02) 6122 9999
Email: caa@carersaustralia.com.au
Website: www.carersaustralia.com.au

Commonwealth Disability Services Program Contacts

<http://www.facs.gov.au> or by telephone:

New South Wales (02) 263 3818
Victoria (03) 9285 8523
South Australia (08) 8236 6111
Northern Territory (08) 8946 3555
Queensland (07) 3360 2800
Western Australia (08) 9346 5311
Tasmania (03) 6221 1411
ACT (02) 6274 5206

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
Ph: (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
Ph: (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
Ph: (02) 6296 4400
Fax: (02) 6296 4488
Email: ncid@dice.org.au
Website: www.dice.org.au

National Ethnic Disability Alliance

PO Box 381
Harris Park NSW 2150
Ph: (02) 9687 8933
Fax: (02) 9635 5355
TTY: (02) 9687 6325
Website: www.neda.org.au

Physical Disability Council of Australia Ltd

PO Box 77
Northgate QLD 4013
Ph: (07) 3267 1057
Fax: (07) 3267 1733
Email: pdca@pdca.org.au
Website: www.pdca.org.au

SANE Australia

PO Box 226
South Melbourne VIC 3205
Ph: (03) 9682 5933
Fax: (03) 9682 5944
Freecall: 1800 18 SANE
Email: info@sane.org
Email: helpline@sane.org
Website: www.sane.org

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Standards Australia develops standards and codes for building access.
Standards Australia Limited
286 Sussex Street
Sydney NSW 2000
GPO Box 476
Sydney NSW 2001
Ph: (02) 8206 6000
Email: mail@standards.org.au
Website: www.standards.org.au

Women with Disabilities Australia (WWDA)

PO Box 605
Rosny Park TAS 7018
Ph: (03) 6244 8288
Fax: (03) 6244 8255
Email: wwda@ozemail.com.au
Website: www.wwda.org.au

Appendix C: Assessment for Indigenous Organisations

Development of the Certificate IV in Governance (Indigenous Organisations) and Diploma of Indigenous Governance qualifications were undertaken because of a widespread concern within the Aboriginal and Torres Strait Islander community that training for Boards of Management was urgently needed and that training should be:

- relevant to the diverse needs of a wide range of Aboriginal and Torres Strait Islander organisations
- culturally appropriate in its form and content
- community-driven
- accredited.

The units of competency and Assessment Guidelines for these qualifications were developed in consultation with Aboriginal and Torres Strait Islander organisations throughout the country. They reflect the broad spectrum of Aboriginal and Torres Strait Islander organisations and, equally importantly, address in both form and content the unique cultural context in which those organisations operate.

To effectively meet the needs of Aboriginal and Torres Strait Islander Boards of Management, Aboriginal and Torres Strait Islander people have expressed concern about the importance of developing assessment processes along appropriate lines.

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 opinion, 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.

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

Cultural appropriateness

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

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

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

Non-Aboriginal and Torres Strait Islander trainers and assessors 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 assist with assessment of relevant protocols, for example, where required.

There are a number of ways a Registered Training Organisation (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, establish 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 self-determination, self-management, etc. 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 all stages of planning, development, delivery and evaluation, in meaningful ways. One way 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 CUF07 Screen and Media 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 utilise 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 competence (RCC) has been under-utilised.

The Governance (Indigenous Organisations) domain of the BSB07 Business Services Training Package has been developed to meet the diverse needs of community organisations. Individuals may demonstrate competence in complete units of competency through formal training, informal training or the recognition of current competencies/skills, resulting in qualifications/Statements of Attainment being awarded as appropriate.

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 and possess diverse skills in literacy and/or numeracy.

However, diverse numeracy and literacy skills are not a barrier to sophisticated thought, and care must be taken not to employ assessment strategies that rely on numeracy and literacy skills where they are not intrinsically required by the unit of competency being assessed.

A flexible approach to assessment and qualifications 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 BSB07 Business Services Training Package.

Assessment in Aboriginal and Torres Strait Islander Communities

The assessment of the units of competency for Board members of Aboriginal and Torres Strait Islander organisations needs to take account of a number of particular features. These include:

- Board members being a widely dispersed group of people, located in remote, rural, urban and metropolitan settings
- Board members being people who have not had relevant competence/skills formally recognised
- work involving a wide range of operational areas e.g. health, housing, employment, legal services
- Board membership being on a voluntary basis
- work practices, including Board functions, that may operate largely or partially upon culturally prescribed values, behaviour (protocols) and consensus-style decision-making
- strong commitment to community as the protector of culture, necessitating participation of the community at all times.

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
- any Board members or prospective Board members should have opportunities to demonstrate their competence/skills
- Board activities 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 knowledge and skills
- 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 record the Statement of Attainment listing the units of competency achieved or qualifications achieved as required by the AQTF
- 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 the Board, the assessor must make every effort to ensure that assessment is conducted with the highest level of professionalism and integrity.

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

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

Appendix D: Access and Equity Resources

For supporting resources, regularly check DEST publications, and also refer to ANTA publications: http://www.dest.gov.au/common_topics/publications_resources/

Legislation

Racial Discrimination Act 1975: scaleplus.law.gov.au/html/pasteact/0/47/top.htm

Disability Discrimination Act 1992 (DDA): scaleplus.law.gov.au/html/pasteact/0/311/top.htm

Human Rights and Equal Opportunity Commission: www.hreoc.gov.au

Working with diversity – AQTF supporting resources

Working with Diversity: A Guide to Equity and the AQTF

Working with Diversity: Quality Training for People with a Disability

Working with Diversity: Quality Training for Indigenous Australians

Language and literacy

Adult literacy: literacynet.dest.gov.au

Indigenous

Australian Government Indigenous Portal: www.indigenous.gov.au

Indigenous Education Online: <https://indigo.dest.gov.au>

Indigenous Education Consultative Bodies (IECB): Contact State and Territory Authorities or telephone 1800 800 821; or go to www.dest.gov.au/sectors/indigenous_education/organisation_contacts

Partners in a Learning Culture – National Strategy and Blueprint for Implementation available from DEST (ANTA publication): http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/partners_in_a_learning_culture_a_blueprint.htm

Disability

Australian Disability Clearinghouse on Education and Training (ADCET): www.adcet.edu.au

Disability employment agencies: Contact State and Territory offices of Department of Family and Community Services for details of local disability employment agencies; or got to: www.facs.gov.au/internet/facsinternet.nsf/disabilities/services-cdes.htm

Women

Women Shaping our Future available from DEST (ANTA publication): http://www.dest.gov.au/sectors/training_skills/publications_resources/profiles/anta/profile/women_shaping_our_future.htm

Equal Opportunity in the Workplace Agency (EOWA): www.eowa.gov.au

Appendix E: Summary of Content and AQF Packaging Guidelines

This document supports the implementation of the Visual Arts Craft and Design Training Package and must be used by industry and Registered Training Organisations to support appropriate structuring of qualifications. The document provides the following information:

Unit Code and Title

Codes and titles appear as per the overall list of units within the Training Package, including units imported from other Training Packages.

Unit Descriptor

This information is taken directly from each Unit of Competency, and provides a brief description of the unit content and purpose. The descriptor provides valuable information, but users should always refer to the full Unit of Competency to determine its applicability to a given workplace or training context.

Suitable AQF Packaging Level (within Visual Arts Craft and Design Qualifications)

The chart shows the qualification level(s) at which it is most suitable to package each unit within the Training Package. This information must be used to guide the selection of elective units. It is not appropriate, for example, for a unit which includes management and leadership skills to be included as an elective with a Certificate II qualification, but many units can be applied across multiple qualification levels (e.g. Produce computer-aided drawings).

It is important to remember that individual units do not align directly to AQF levels. It is the overall package of units within a qualification that determines AQF levels and reflects meaningful vocational outcomes.

Sometimes a basic skills unit is shown as suitable for packaging within higher level qualifications. This reflects the need for flexibility in structuring training programs to meet participant needs (e.g. a person entering a Certificate IV with no practical experience may need to undertake some basic skills units to build an appropriate skill base).

This document focuses only on Visual Arts Craft and Design Qualifications, and it may be appropriate for units to be packaged at different levels within qualifications for other industries.

Note: The Units of Competency from the Opal Cutting and Polishing Qualifications are not included in this listing but appear in full in Volume 2.

		Suitable AQF Packaging Level (Within CUV03)					
Unit Code and Title	Unit Descriptor	Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
Core and Cross Specialisation Units							
The Creative Process							
CUVCOR01B Source concept for own work	This unit describes the skills and knowledge required to source and organise information to assist in the development of the concept for work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This work would usually be carried out under supervision.	✓					
CUVCOR02B Develop and articulate concept for own work	This unit describes the skills and knowledge required to develop and articulate the concept for own work. The concept encompasses ideas, form and context for the work This unit describes the articulation of the creative process and includes the need to review information		✓				

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	to inform concept development and have some communication with others about the development process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This unit both encompasses and goes beyond unit CUVCOR01B Source concept for own work.						
CUVCOR03B Develop, refine and communicate concept for own work	This unit describes the skills and knowledge required to develop, refine and communicate the concept for own work. The concept encompasses ideas, form and context for the work. The unit encompasses the development and evaluation of ideas, plus the communication of the development process to others. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This unit both encompasses and goes beyond unit CUVCOR02B Develop and articulate concept for own work.			✓			
CUVCOR04B Originate concept for own work and conduct critical	This unit describes the skills and knowledge required to originate the concept and conduct critical discourse				✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
discourse	about the concept for own work. The concept encompasses ideas, form and context for the work. The unit includes the need for research and analysis of ideas and references, plus the creation of innovative concepts. It also includes a requirement for critical and informed discourse with others about one's own work. This unit both encompasses and goes beyond unit CUVCOR03B Develop, refine and communicate concept for own work.						
CUVCOR11B Source information on history and theory and apply to own area of work	This unit describes the skills and knowledge required to source information on history and theory and to apply that information to one's own area of work. This unit is introductory in nature and provides underpinning skills and knowledge for all areas of arts practice.		✓	✓			
CUVCOR12B Review history and theory for application to artistic practice	This unit describes the skills and knowledge required to source and review information on history and theory for application to own work. The unit goes beyond the general understanding of an area of work (covered in unit CUVCOR11B Source			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	information on history and theory and apply to own area of work) to encompass the notion of linking knowledge to one's own practice. The unit provides underpinning skills and knowledge for all areas of arts practice.						
CUVCOR13B Research and critically analyse history and theory to inform artistic practice	This unit describes the skills and knowledge required to research and analyse history and theory for application to artistic practice. The unit includes the need for critical analysis of information, and the challenging of different points of view to inform personal work. As such the unit goes beyond the skills and knowledge included in CUVCOR11B Source information on history and theory and apply to own area of work and CUVCOR12B Review history and theory for application to artistic practice.				✓	✓	
Drawing							
CUVCOR07B Use drawing techniques to represent the object or idea	This unit describes the skills and knowledge required to visually represent objects or ideas. At this level, drawing techniques would be basic. This is a core unit which complements all	✓	✓				

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This work would usually be carried out under supervision. This is a core unit which underpins many other specialisation units.						
CUVCOR08B Produce drawings to represent and communicate the concept	This unit describes the skills and knowledge required to produce drawings which represent and communicate the concept. This is a core unit which complements all the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07B Use drawing techniques to represent the object or idea in terms of the complexity of techniques and representation. This work would usually be carried out under supervision. This is a core unit which underpins many other specialisation units.		✓	✓			
CUVCOR09B Select and apply drawing techniques and media to represent and communicate the	This unit describes the skills and knowledge required to develop drawings which represent and communicate the concept. This is a core unit which complements all			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
concept	the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07B Use drawing techniques to represent the object or idea and CUVCOR08B Produce drawings to represent and communicate the concept in terms of the complexity of skill requirement, use of techniques and sophistication of representation. This work would usually be carried out under supervision. This is a core unit which underpins many other specialisation units.						
Design							
BSBDES301A Explore the use of colour	This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory.			✓	✓		
BSBDES302A Explore and apply the creative design process to 2D forms	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms.			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
BSBDES303A Explore and apply the creative design process to 3D forms	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 3 dimensional (3D) forms.			✓	✓		
BSBDES402A Interpret and respond to a design brief	This unit describes the performance outcomes, skills and knowledge required to interpret and creatively respond to a design brief through the production of work.				✓		
CUVDES04B Integrate colour theory and design processes in response to a brief	This unit describes the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.			✓	✓		
CUVDES601A Design innovative products	This unit describes the performance outcomes, skills and knowledge required to design and develop innovative products in the creative arts industry.					✓	✓

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	This unit builds on the introductory unit CUVDSP14A Research and apply techniques for the design of products.						
Specialisation Support Units							
CUVCRS01B Plan work for a nominated site	This unit describes the skills and knowledge required to research and understand a nominated site in order to plan work for that site. Within this unit the candidate would not be involved in the selection of the site which has been nominated by others. This is a support unit for specialisations. The skills and knowledge are not restricted to a specialisation but apply across all specialisations depending on the work context. This work would usually be carried out under supervision.		✓	✓			
CUVCRS02B Select sites and plan work	This unit describes the skills and knowledge required to research potential sites and to plan work for a particular site where the candidate may select or be involved in the selection of a site. This is a support unit for specialisations. The skills and knowledge are not restricted to a specialisation				✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	but apply across all specialisations depending on the work context. This work would usually be carried out autonomously although guidance would be available if required. This unit goes beyond and encompasses unit CUVCRS01B Plan work for a nominated site.						
CUVCRS03B Produce computer-aided drawings	This unit describes the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors. The focus of this unit is on the technical skills required to operate CADD, and design skills are found in other units within the Visual Arts Craft and Design Training Package.			✓	✓		
CUVCRS04B Produce technical drawings	This unit describes the skills and knowledge required to develop and refine a range of techniques to produce technical drawings. It outlines the ways technical			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	drawing can be applied to a range of contexts where visual representation is required. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. This work would usually be carried out independently, although guidance would be available if required.						
CUVCRS05B Use typography techniques for design work	This unit describes the skills and knowledge required to use typography techniques for design work. It outlines how typography can be applied to a range of design contexts in response to a brief. It is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
CUVCRS06B Make scale models	This unit describes the skills and knowledge required to make 3-dimensional (3D) scale models in response to specifications, which may be part of a brief. The focus			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	of this unit is on the technical skills required to make accurate scale models to designed specifications. Design skills are found in other units within the Visual Arts Craft and Design Training Package. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors.						
CUVCRS08B Document the work progress	This unit describes the skills and knowledge required to document the conception, development and progress of work. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out under limited supervision.			✓	✓		
CUVCRS11B Select and prepare work for exhibition	This unit describes the skills and knowledge required to select and prepare work for display or exhibition. This is a support unit for specialisations. The skills and knowledge are not			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would normally be carried out under limited supervision or with guidance available if required.						
CUVCRS13B Store finished work	This unit describes the skills and knowledge required to prepare finished work to be safely stored. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out under supervision.	✓	✓				
CUVCRS14B Prepare, store and maintain finished work	This unit describes the skills and knowledge required to select finished work for storage, to assess its needs for storage and to protect, store and maintain it. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This unit goes beyond and encompasses unit CUVCRS13B Store			✓	✓		

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	finished work. This work would normally be carried out under limited supervision or with guidance available if required.						
CUVCRS16B Prepare text and graphic files for print processing	This unit describes the skills and knowledge required to prepare electronic files for pre-press processing. It applies to files that still require some processing before printing or electronic diffusion. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out independently although guidance would be available if required.			✓	✓		
LMFDN5001A Generate and transfer complex computer-aided drawings and specifications	This unit covers the preparation of complex drawings using computer-aided techniques and capabilities, including three-dimensional modelling, exploded assembly drawings and conversion of drawings for CNC applications.				✓		

		Suitable AQF Packaging Level (Within CUV03)					
Unit Code and Title	Unit Descriptor	Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
Research and Innovation							
CUFRES201A Collect and organise content for broadcast or publication	This unit describes the performance outcomes, skills and knowledge required to compile routine information for broadcast or publication.	✓	✓				
CUFRES401A Conduct research	This unit describes the performance outcomes, skills and knowledge required to conduct research in response to a brief.			✓	✓	✓	
CULMS410A Provide research assistance	This unit refers to providing assistance in collecting, analysing and presenting research data and findings.			✓	✓		
CULMS617A Undertake research	This unit refers to conducting a research project for various purposes within the institution.					✓	✓
CUVICS01B Contribute to workplace improvements	This competency standard covers the skills required to observe the workplace and to generate ideas for improvement within the cultural industries. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level positions in the cultural industries and may		✓	✓			

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	include jobs such as assistant stage manager, arts administration assistant or photographer's assistant. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS02B Share ideas in the workplace	This competency standard covers the skills required to share idea/s with others in the workplace in a range of contexts within the cultural industries. This entails being confident in idea/s, selecting the most appropriate method to communicate it, accepting feedback and identifying areas for improvements. This competency standard has been designed to encourage employees to discuss and think about ideas they may have in relation to work practices, services or products in the industry. It relates to entry and operative level positions in the cultural industries in areas such as event organisers, sales functions in community arts facility/studio, stage design, public art, music studio or a graphic design studio. Examples of how this unit works in practice can be		✓	✓			

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	found in the Supporting Information section of the Training Package.						
CUVICS03B Develop innovative ideas at work	This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard, which may be customised for different work contexts within the cultural industries. This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user. This standard of competency could be completed by anyone in the cultural industries above entry and basic operational levels. Its six elements cover all six <i>innovation @ work</i> skills which are central to innovative thinking. Examples of how this unit works in practice can be found in the Supporting Information section of the			✓	✓	✓	✓

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	Training Package.						
CUVICS04B Originate and develop a concept	This standard has been developed for people whose job specifically involves designing products or services, concepts or outcomes in any sector of the cultural industries. It might be used by someone designing a new event concept, a concept for public art, a new graphic design package for a hotel/resort, a concept for multi-media installation, a concept for sound sampling, a marketing campaign, a concept for new gallery space and so on. The standard relates to specialist positions in enterprises such as the community development office of local government organisations, design studios, event management/promotion firms, artist-run co-operatives, theatres and galleries and museums. The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the				✓	✓	✓

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal which are covered by other units. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS05B Lead a team to foster innovation	This competency standard covers the skills and knowledge required to lead a workplace team in ways that foster innovative work practices in any sector of the cultural industries. It covers the skills that are needed by individuals who are leading work teams on individual projects or in work in general. The skills cover the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor its progress, how to ensure that the staff have the information and skills they need and how to apply <i>innovation @ work</i> skills to the leadership role. This competency standard				✓	✓	✓

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	relates to employees working within a supervisory or management position in any sector of the cultural industries. This may include areas such as galleries, museums, performance spaces, manager of artist-run co-operative, community workshops in remote areas, music studio, film studio, special event organisers, fashion design companies and so on. This may include managing a team within an office, at a temporary site office, studio, back stage and/or front of stage crews, outdoor photoshoot/film location, convention centre, managing an events team, tour crew, a sales team within a marketing department and so on. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS06B Create an innovative work environment	This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the application of innovative practices within the cultural industries. This may include					✓	✓

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	such areas as museums, galleries, community arts facility, theatres, venues, design studio, on-site photo shoot, film shoot, artist-run studio, special event venue, conference organisers and so on. The work environment includes all aspects of the workplace including working conditions and practices, management practices, physical layout and training and education. This unit relates to management-level jobs in any work context within the cultural industries. It is particularly applicable to managers of small businesses or business units or departments within larger organisations. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
CUVICS07B Set up systems that support innovation	This competency standard covers the skills and knowledge required to conceptualise and design new systems that develop and support innovation in the workplace. The systems might be those that apply to human resource management, team					✓	✓

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	management, organisational structures, product development, marketing or training and assessment. The systems can apply in any type and size of organisation within the cultural industries including museums, libraries, galleries, community arts facility, theatres, venues, cultural event/conference organisers, film studio, music studio, design studios and so on. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.						
Professional Practice							
BSBCMM101A Apply basic communication skills	This unit describes the performance outcomes, skills and knowledge required to develop communication skills in the workplace. It covers gathering, conveying and receiving information, along with completing assigned written information under direct supervision.	✓					
BSBCMM201A Communicate in the workplace	This unit describes the performance outcomes, skills and knowledge required to communicate in the workplace. It includes		✓				

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	gathering, conveying and receiving information together with completing routine written correspondence.						
BSBCMM401A Make a presentation	This unit covers the performance outcomes, skills and knowledge required to prepare, deliver and review a presentation to a target audience.				✓	✓	
BSBDIV301A Work effectively with diversity	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.		✓	✓	✓		
CUECOR01B Manage own work and learning	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.		✓	✓	✓		
CUECOR02B Work with others	This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work		✓	✓	✓		

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	environment. This is a core skill which underpins effective work performance in cultural industries.						
CUEIND03B Integrate accessibility principles into work practices	This unit describes the skills and knowledge required to integrate the principles of universal access into all work practices. As such the unit focuses on a general knowledge of accessibility issues and the ways in which work practices may be reviewed and adjusted to ensure the needs of those with disabilities are met. This unit is written so that it may be contextualised to meet particular industry requirements.				✓	✓	✓
CUSGEN01A Use and adapt to changes in technology	This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries. This knowledge underpins effective performance in all sectors and applies to all people working in these industries.			✓	✓		
CUVPRP01B Develop self as artist	This is a professional practice unit which describes development of technical and conceptual skills required to work as a practising artist. It also deals with communicating effectively and working			✓	✓		

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	strategically to achieve planned outcomes as an artist. This work would usually be carried out under limited supervision.						
CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity	This unit describes the skills and knowledge required to develop an understanding of one's own cultural identity. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or	✓	✓	✓	✓		

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	Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.						
CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts	This unit describes the skills and knowledge to develop and apply knowledge of cultural arts within a specific Aboriginal or Torres Strait Islander context. As such, the unit includes a focus on the scope and nature of local Indigenous arts practice, its cultural and economic significance, and marketing and distribution issues. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the			✓	✓		

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	cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.						
CUVPRP04B Produce work which expresses own Aboriginal or Torres Strait Islander identity	This unit describes the skills and knowledge required to appropriately express own cultural identity through artistic practice. As such this unit has very strong linkages to a wide range of specialisation units within the Visual Arts Craft and Design Training Package. The local cultural knowledge necessary to achieve competency in this			✓	✓		

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	unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture. This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge. Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation of the unit.						

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FNSICGEN402B Participate in negotiations	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.			✓	✓	✓	
Health, Safety and Security							
BSBOHS201A Participate in OHS processes	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.	✓	✓	✓	✓		
CUEOHS01B Implement workplace health safety and security procedures	This unit describes the skills and knowledge required to implement occupational health and safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards. This unit describes occupational health and safety competencies applicable for employees with supervisory				✓	✓	✓

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	responsibility. This may include roles such as team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety will vary and training must be tailored to meet the needs of specific work areas.						
CUEOHS02B Establish and maintain a safe and secure workplace	This unit describes the skills and knowledge required by individuals responsible for managing the occupational health and safety policy and procedures for a small organisation or for a section of a larger organisation. It focuses on the establishment and monitoring of frameworks, systems and procedures.					✓	✓
HLTFA301B Apply first aid	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		✓	✓	✓	✓	✓
Specialisation Units							
Calligraphy							
CUVVSP01B Produce calligraphy	This unit describes the skills and knowledge required to		✓	✓			

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	produce calligraphic work through the exploration and application of a range of techniques, tools and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.						
CUVVSP02B Research and experiment with techniques to produce calligraphy	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of calligraphic work. It outlines the way calligraphic works are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Ceramics							
CUVVSP04B Apply techniques to produce ceramics	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of ceramic work. As such the unit covers general knowledge and the application of basic	✓	✓	✓	✓		

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	techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.						
CUVVSP05B Produce ceramics	This unit describes the skills and knowledge required to produce ceramic work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.		✓	✓	✓		
CUVVSP06B Research and experiment with techniques to produce ceramics	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of ceramic work. It outlines the way ceramic works are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		

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CUVVSP07B Apply techniques in wheel-formed ceramics	This unit describes the skills and knowledge required to produce wheel-formed ceramic work through the exploration and application of a range of techniques. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.			✓	✓		
Digital imaging							
CUVVSP11B Apply techniques to produce digital images	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of digital images. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP12B Produce digital images	This unit describes the skills and knowledge required to produce digital images through the exploration and application of a range of techniques, equipment and materials. As such the range of techniques could be quite varied and broad in nature.		✓	✓	✓		

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	It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.						
CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation	This unit describes the skills and knowledge required to research and experiment with various techniques for the realisation of digital images. It outlines the way digital images are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Drawing							
CUVVSP14B Apply techniques to produce drawings	This unit describes the skills and knowledge required to use techniques, materials and tools for the production of drawings. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under	✓	✓	✓	✓		

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	supervision. It therefore differs from the units which relate to core drawing techniques for concept representation.						
CUVVSP15B Produce drawings	This unit describes the skills and knowledge required to produce drawings through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form statement. This work would usually be carried out under limited supervision. It therefore differs from the units which relate to core drawing techniques for concept representation.		✓	✓	✓		
CUVVSP16B Research and experiment with techniques to produce drawings	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of drawings. It outlines the way drawings are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently,			✓	✓		

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		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	although guidance would be available if required. It therefore differs from the units which relate to core drawing techniques for concept representation.						
Glass							
CUVVSP17B Apply techniques to produce glass work	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of ass work. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP21B Produce glass work	This unit describes the skills and knowledge required to produce glass work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.		✓	✓	✓		

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CUVVSP22B Research and experiment with techniques to produce glass work	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of glass work. It outlines the way glass work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Installation							
CUVVSP24B Research and experiment with techniques to produce installation	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of installation work. It outlines the way installation work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. Installation work generally uses or combines one or more media art forms and skills in those art forms would be required. This work would usually be carried out independently, although guidance would be				✓		

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		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	available if required.						
Jewellery							
CUVVSP26B Apply techniques to produce jewellery	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of jewellery. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP27B Produce jewellery	This unit describes the skills and knowledge required to produce jewellery through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.		✓	✓	✓		
CUVVSP28B Research and experiment with techniques to produce	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of			✓	✓		

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jewellery	jewellery. It outlines the way jewellery is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.						
Painting							
CUVVSP34B Apply techniques to produce paintings	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of paintings. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP35B Produce paintings	This unit describes the skills and knowledge required to produce paintings through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in		✓	✓	✓		

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	nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.						
CUVVSP36B Research and experiment with techniques to produce paintings	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of paintings. It outlines the way paintings are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Performance Art							
CUVVSP38B Research and experiment with techniques to produce performance art	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of performance work. It outlines the way performance art is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. Performance art generally uses or combines one or				✓		

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	more media art forms and skills in those art forms would be required. This work would usually be carried out independently, although guidance would be available if required.						
Prints							
CUVVSP44B Apply techniques to produce prints	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of prints. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP45B Produce prints	This unit describes the skills and knowledge required to produce prints through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited		✓	✓	✓		

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		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	supervision.						
CUVVSP46B Research and experiment with techniques to produce prints	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of prints. It outlines the way prints are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Public Art							
CUVVSP48B Research and experiment with techniques to produce public art	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of public art work. It outlines the way public art work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. Installation work generally uses or combines one or more media art forms and skills in those art forms would be required. This work would usually be carried out independently, although guidance would be				✓		

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		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	available if required.						
Sculpture							
CUVVSP50B Apply techniques to produce sculpture	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of sculpture. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP51B Produce sculpture	This unit describes the skills and knowledge required to produce sculpture through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.		✓	✓	✓		
CUVVSP52B Research and experiment with techniques to produce	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of			✓	✓		

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		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
sculpture	sculpture. It outlines the way sculptural work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.						
Textiles/Fibre							
CUVVSP54B Apply techniques to produce textile/fibre work	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of textile/fibre work. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.	✓	✓	✓	✓		
CUVVSP55B Produce textile/fibre work	This unit describes the skills and knowledge required to produce textile/fibre work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in		✓	✓	✓		

		Suitable AQF Packaging Level (Within CUV03)					
Unit Code and Title	Unit Descriptor						
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.						
CUVVSP56B Research and experiment with techniques to produce textile/fibre work	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of textile/fibre work. It outlines the way textile/fibre work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Video Art							
CUVVSP18B Apply techniques to produce video art	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of video art. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under	✓	✓	✓	✓		

		Suitable AQF Packaging Level (Within CUV03)					
Unit Code and Title	Unit Descriptor						
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	supervision.						
CUVVSP19B Produce video art	This unit describes the skills and knowledge required to produce video art through the exploration and application of a range of techniques, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.		✓	✓	✓		
CUVVSP20B Research and experiment with techniques to produce video art	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of video art. It outlines the way video art is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required.			✓	✓		
Wood							
CUVVSP57B Apply techniques to produce wood objects	This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of wood objects.	✓	✓	✓	✓		

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	As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision.						
CUVVSP58B Produce wood objects	This unit describes the skills and knowledge required to produce wood objects through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited supervision.		✓	✓	✓		
CUVVSP59B Research and experiment with techniques to produce wood objects	This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of wood objects. It outlines the way wood objects are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently,			✓	✓		

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	although guidance would be available if required.						
Design							
BSBDES304A Source and apply design industry knowledge	This unit describes the performance outcomes, skills and knowledge required to source, apply and update a general knowledge of the design industry.			✓	✓		
BSBDES305A Source and apply information on the history and theory of design	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.			✓	✓		
BSBDES403A Develop and extend design skills and practice	This unit describes the performance outcomes, skills and knowledge required to develop and extend skills as a practising designer.				✓		
CUVDSP07B Research and apply techniques for graphic design	This unit describes the skills and knowledge required to research and apply techniques for application to graphic design. The focus of the unit is on a general knowledge of graphic design techniques and the practical application of those techniques. This is a specialisation unit and refers to a specific design form.				✓		

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		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	This work requires some guidance.						
CUVDSP11B Research and apply techniques for illustrative work	This unit describes the skills and knowledge required to research and apply techniques for application to any type of illustrative work. Within this unit, illustrative work would generally be quite simple in nature. The focus of the unit is on a general, introductory knowledge of illustrative work and its practical application. This is a specialisation unit and refers to a specific design form. This work requires some guidance.				✓		
CUVDSP13B Research and apply techniques for the design of wearable objects	This unit describes the skills and knowledge required to research and apply techniques for the design of wearable objects. As this unit is introductory in nature, the outcome of the work could be a completed object, but is more likely to be a prototype or model for the object or an aspect of the object. The focus of the unit is on a general knowledge of the design techniques for wearable objects and the practical application of those techniques. This is a specialisation unit and refers to a specific design form. This work requires some				✓		

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	guidance.						
CUVDSP14B Research and apply techniques for the design of products	This unit describes the skills and knowledge required to research and apply techniques for the design of products. The nature of the products may vary greatly. As this unit is an introductory one, the outcome of the work could be a completed product, but is more likely to be a prototype or model for the product or an aspect of the product. The focus of the unit is on a general knowledge of the design techniques for products and the practical application of those techniques. This is a specialisation unit and refers to a specific design form. This work requires some guidance.				✓		
CUVDSP15B Research and apply techniques for application to spatial design	This unit describes the skills and knowledge required to research and apply techniques for application to spatial design. As this unit is introductory in nature, the outcome is most likely to be a model or maquette for a spatial design or the construction of an aspect of the overall design. It may be the design and realisation of the complete design for a small scale project. This is a specialisation unit and refers				✓		

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	to a specific design form. This work requires some guidance.						
Photoimaging							
CUVPHI01B Source and apply photoimaging industry knowledge	This unit describes the skills and knowledge required to source, apply and update a general knowledge of the photoimaging 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 photoimaging industry. In-depth knowledge is not required.			✓	✓		
CUVPHI02B Develop self for photoimaging industry	This is a professional practice unit which describes development of technical and conceptual skills required to work in the photoimaging environment. It also deals with communicating effectively and working strategically to achieve planned outcomes as a photoimaging practitioner. This work would usually be carried out under mentored supervision.				✓		
CUVPHI03B Research and apply information on the traditions which	This unit describes the skills and knowledge required to collect, analyse and apply information on the broad			✓	✓		

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inform photoimaging practice	traditions which inform photographic practice. The unit provides underpinning skills and knowledge development for all the photoimaging units. This work would usually be carried out independently with guidance where required.						
CUVPHI04B Apply photoimaging lighting techniques	This unit describes the skills and knowledge required to employ lighting techniques to a range of subjects in different work spaces and to select equipment for different lighting techniques. In this activity occupational health and safety issues must be addressed. It is a specialisation unit and refers to specific photoimaging techniques. This work is carried out with limited supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.			✓	✓		
CUVPHI05B Use a	This unit describes the skills		✓	✓	✓		

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35mm SLR camera or digital equivalent	and knowledge required to apply a range of techniques to the use of a 35mm SLR camera or digital equivalent. It is a specialisation unit and refers to specific techniques for photoimaging. This unit underpins CUVPHI06B Plan and carry out image capture in response to a brief. The work would usually be carried out under supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.						
CUVPHI06B Plan and carry out image capture in response to a brief	This unit describes the skills and knowledge required to plan and set up a shoot using a range of image capture techniques with digital and/or analogue equipment. The unit builds on unit CUVPHI05B Use a 35mm SLR camera or digital equivalent. It is a specialisation unit and refers to skills and knowledge required for photoimaging. This work would usually be carried out under limited				✓		

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	supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.						
CUVPHI07B Process photoimages to work print/file stage	This unit describes the skills and knowledge required to use techniques for image processing and focuses on technical aspects including chemical and electronic processes, sensitometry and optoelectronics. It is a specialisation unit and refers to specific equipment and techniques used for making photo work-print images. This work would usually be carried out under supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.			✓	✓		

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CUVPHI08B Enhance, manipulate and output photoimages	This unit describes the skills and knowledge required to apply techniques to image enhancement, manipulation, output and post output processes. The manipulation and output processes employed are to enhance and resolve the concept for the image. This is a specialisation unit and refers to specific techniques used to output images in either an analogue or digital context. This work would usually be carried out with supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.			✓	✓		
CUVPHI09B Use colour materials, processing and printing techniques in a wet darkroom context	This unit describes the skills and knowledge required to process colour materials in a wet darkroom environment to produce colour negatives and transparencies. It also describes the skills and knowledge required to prepare and maintain a specific work space and to select materials and equipment required for			✓	✓		

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	colour film processing. It is a specialisation unit and refers to specific photographic processing techniques and must be linked with a unit in which images are captured. This work is carried out with supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.						
CUVPHI10B Use and extend wet darkroom techniques to produce monochrome photographs	This unit describes the skills and knowledge required to use techniques to produce monochrome photographs. It outlines the way techniques are extended through testing and practice. This work may or may not respond to a brief. The work would be carried out under some supervision. Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes		✓	✓	✓		

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	may be used to support this as appropriate to the specific context.						
Arts Administration and Management							
BSBINM301A Organise workplace information	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.			✓	✓		
CUVADM01B Develop and implement arts administration systems and procedures	This unit describes the skills and knowledge required to develop and implement administration systems specifically within the context of an arts organisation. While skills in the development of administration systems are generic, this unit also has a focus on the contextual knowledge required for arts administrators. This unit would generally be undertaken by senior administrative staff or managers.				✓	✓	✓
CUVADM02B Plan work space	This unit describes the skills and knowledge required to plan the allocation and usage of space consistent with a concept or business plan. This unit is applicable					✓	✓

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	to work in many industries. Significant underpinning knowledge of the particular work context is required. This work would usually be carried out autonomously and may include responsibility for others.						
CUVADM05B Plan and develop information management systems	This unit describes the skills and knowledge required to develop and implement information management systems within an organisation. This role would generally be undertaken by administrators and managers. The unit is generic in nature and may be applied in a range of industry contexts.				✓	✓	✓
CUVADM11B Work within an arts organisation context	This unit describes the skills and knowledge required to work within an arts organisation context. As such the unit requires a general knowledge and understanding of the spectrum of arts organisations and the application of that knowledge to specific work practices.		✓	✓	✓		
CUVADM12B Work with arts professionals in an arts organisation	This unit describes the skills and knowledge required to communicate effectively with a range of arts professionals in the context		✓	✓	✓		

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	of an arts organisation. It describes the role of the arts administrator or manager in working with a broad range of arts professionals. As such the unit builds on unit CUVADM11B Work within an arts organisation context. It involves an understanding of the work context of arts professionals and an understanding of the need for information by the arts professionals. This work is carried out under limited supervision.						
CUVADM13B Research and critique cultural work(s)	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.				✓	✓	✓
CUVCON06B Develop concepts for arts organisations/projects	This unit describes the skills and knowledge to develop concepts for arts organisations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept,					✓	✓

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	and development of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.						
Collection Management							
CULMS205A Observe and report basic condition of the collection	This unit refers to observing and monitoring the conditions for storage, exhibition and display of objects in the collection.		✓	✓	✓		
CULMS302A Assist with the movement and storage of objects	This unit refers to assisting with the packing, unpacking and handling of objects for movement and/or storage.			✓	✓		
CULMS304A Protect the collection	This unit refers to ensuring the safety and security of the collection against the environment and human intervention.			✓	✓		
CULMS306A Transport objects to new locations	This unit refers to packaging and transporting objects within and between buildings, which may involve large distances.			✓	✓		
CULMS404A Contribute to the preservation of	This unit refers to the assessment of objects to determine the need for				✓		

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objects	advice from a conservator. It also refers to ensuring that hazardous situations are avoided or dealt with and to cleaning of objects as required.						
CULMS409A Plan and carry out the movement and storage of objects	This unit refers to planning procedures for the movement and storage of objects and the implementation of the plan.				✓		
CULMS411B Prepare display accommodation for cultural material	This unit describes the skills and knowledge required to prepare locations for the display of cultural material. The unit focuses on assembly and construction of display and therefore has a strong link to some general building and construction skills. Unit CULMS407B Install and dismantle exhibition elements covers the actual installation of cultural material.				✓	✓	
CULMS412B Record and maintain collection information	This unit describes the skills and knowledge required to maintain current and accurate collection records using established documentation procedures.				✓	✓	
CULMS501A Apply basic preservation techniques	This unit refers to examining the condition of an object and applying basic and routine preservation techniques to minimise					✓	✓

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	deterioration.						
CULMS505A Document objects	This unit refers to documenting information on objects in the collection.					✓	✓
CULMS601A Assist the conservator in conserving the collection	This unit refers to applying remedial conservation procedures to objects under the direct supervision of a qualified conservator.					✓	✓
CULMS604A Coordinate the acquisition and disposal of objects	This unit refers to initiating and completing the procedures for acquiring and disposing of objects that have been assessed against the institution's priorities for acquisition and disposal.					✓	✓
CULMS605B Develop and implement procedures for the movement/ storage of cultural material	This unit describes the skills and knowledge required to establish and implement procedures and protocols for the movement and storage of cultural material.					✓	✓
CULMS610B Research, describe and document cultural material	This unit describes the skills and knowledge required to research, describe and document cultural material. The unit focuses on assessing and articulating the significance of cultural material, requires the application of significant judgement and is conducted under limited guidance.					✓	✓
CULMS611A Lend/borrow	This unit describes the skills and knowledge required to					✓	✓

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cultural material	establish and implement criteria and procedures for lending and borrowing cultural material.						
Exhibitions							
CULMS305A Provide assistance with installing dismantling exhibitions	This unit refers to assisting with the preparation of documents, the construction and dismantling of an exhibition.			✓	✓		
CULMS407A Install and dismantle exhibition elements	This unit describes the skills and knowledge required to install and dismantle the physical elements of an exhibition. Exhibitions take place in many different contexts/environments and this unit is written to allow for broad application. Exhibitions may be temporary or permanent in nature. This work may be undertaken by exhibition venue staff or by independent exhibition contractors.				✓	✓	
CULMS504B Organise and monitor exhibition installation/dismantling	This unit describes the skills and knowledge required to plan and oversee the installation and dismantling of physical exhibition elements.				✓	✓	
CULMS506B Plan and develop activities, events and programs	This unit describes the skills and knowledge required to plan and develop activities, events or programs for					✓	✓

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	different customer groups. In a museum and library context, education will often be a key focus of activities. Skills for the actual delivery of activities, events or programs are found in the unit CULM406B Deliver information, activities and events. This unit is equivalent to unit THTPPD05B Plan and develop interpretive activities, in the Tourism Training Package.						
CULMS603A Coordinate exhibitions and/or public programs	This unit refers to all aspects of coordination of exhibitions and public programs from the conceptual stage through to the design, planning, implementation and evaluation stages.					✓	✓
CULMS607A Develop small exhibitions	This unit refers to the development of a small exhibition and the development of drawings, plans and specifications related to the implementation of the design.					✓	✓
Business Support Units							
Business Administration and Management							
BSBADM405B	This unit describes the				✓	✓	

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Organise meetings	performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation.						
BSBADM502B Manage meetings	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.				✓	✓	✓
BSBMGT515A Manage operational plan	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.					✓	✓
BSBMGT616A Develop and implement strategic	This unit describes the performance outcomes, skills and knowledge						✓

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plans	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.						
BSBMGT617A Develop and implement a business plan	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.						✓
BSBPMG510A Manage projects	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				✓	✓	

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BSBPMG601A Direct the integration of projects	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.						✓
BSBREL401A Establish networks	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers.				✓	✓	
BSBREL402A Build client relationships and business networks	This unit describes the performance outcomes, skills and knowledge required to establish, maintain and improve client relationships, and to actively				✓	✓	

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	participate in networks to support attainment of key business outcomes.						
BSBRSK501A Manage risk	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.					✓	✓
BSBSMB401A Establish legal and risk management requirements of small business	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.					✓	✓
CUFCMP501A Manage and exploit copyright arrangements	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.				✓	✓	✓

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CUVIND501A Maintain and apply creative arts industry knowledge	This unit describes the performance outcomes, skills and knowledge required to maintain industry knowledge and manage own professional practice within the creative arts industry.					✓	✓
Finance							
CUEFIN01B Develop a budget	This unit describes the skills and knowledge required to develop a budget. The nature and purpose of the budget will vary according to the work context, but the unit focuses on the key skills of analysing financial information to inform the budget development process and the actual development of a budget. Skills relating to the monitoring of budget performance are found in the unit CUEFIN02B Manage a budget. Combined assessment of these units is appropriate					✓	✓
CUEFIN02B Manage a budget	This unit describes the skills and knowledge required to take responsibility for the management of a budget where others may have developed the budget. The skills and knowledge required for budget development are found in the unit CUEFIN01B				✓	✓	✓

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	Develop a budget. Combined assessment of these units is appropriate.						
CUEFIN03B Obtain sponsorship	This unit describes the skills and knowledge required to obtain and manage sponsorship for an activity, event or organisation. As such the unit may focus on 'one-off' sponsorship arrangements or ongoing activities within an organisation. The unit requires a sound knowledge of sponsorship opportunities and protocols in a given industry context plus a range of communication, negotiation and management skills.					✓	✓
CUSFIN01A Finance a project	This unit describes the skills and knowledge required in raising the finance for an artistic or creative project and negotiating the interest of the various parties in the product. This unit is imported from the entertainment industry national training package, with necessary changes made to the range of variables and evidence guide statements ensuring its applicability to the other sectors of the cultural industries.					✓	✓

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CUVADM10B Research and utilise revenue and funding opportunities	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.				✓	✓	✓
FNSICORG609B Develop and manage financial systems	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.						✓
Human Resources							
BSBCUS501A Manage quality customer service	This unit describes the performance outcomes, skills and knowledge required to develop strategies to manage organisational systems that					✓	✓

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	ensure products and services are delivered and maintained to standards agreed by the organisation.						
BSBHRM402A Recruit, select and induct staff	This unit describes the performance outcomes, skills and knowledge required to execute tasks associated with the recruitment cycle.				✓	✓	
BSBINN502A Build and sustain an innovative work environment	This unit describes the performance outcomes, skills and knowledge required to create an environment that enables and supports the application of innovative practice.					✓	✓
BSBMGT502B Manage people performance	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.					✓	✓
BSBMGT516A Facilitate continuous improvement	This unit describes the performance outcomes, skills and knowledge required to lead and manage continuous improvement systems and processes.					✓	✓

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	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.						
BSBWOR402A Promote team effectiveness	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.				✓	✓	
BSBWOR502A Ensure team effectiveness	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.					✓	✓
CUETEM09B Manage diversity	This unit describes the skills and knowledge required to provide leadership in a diverse workplace where customers and staff may be from a wide range of backgrounds. It builds on				✓	✓	✓

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	the unit CUSGEN02B Work in a culturally diverse environment, and reflects the importance of diversity in all of the cultural industries. This unit is closely based on, and equates to, the unit THHGLE09B Manage workplace diversity in the Tourism and Hospitality Training Packages.						
SRXHRM001B Manage volunteers	This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages. This unit covers the knowledge and skills required to recruit and retain volunteers.				✓	✓	✓
Information and Computer Technology							
BSBITU309A Produce desktop published documents	This unit describes the performance outcomes, skills and knowledge required to design and produce desktop published documents.			✓	✓		
BSBITA401A Design databases	This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing				✓		

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	data.						
BSBITU102A Develop keyboard skills	This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques.	✓					
BSBITU201A Produce simple word processed documents	This unit describes the performance outcomes, skills and knowledge required to correctly operate word processing applications in the production of workplace documents.	✓	✓				
BSBITU202A Create and use spreadsheets	This unit describes the performance outcomes, skills and knowledge required to correctly create and use spreadsheets and charts through the use of spreadsheet software.	✓	✓	✓			
BSBITU301A Create and use databases	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.			✓	✓		
BSBITU302A Create electronic presentations	This unit describes the performance outcomes, skills and knowledge required to design and produce electronic presentations for speakers,			✓	✓		

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	for self access and for online access.						
BSBITU306A Design and produce business documents	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.			✓	✓		
BSBITU402A Develop and use complex spreadsheets	This unit describes the performance outcomes, skills and knowledge required to use spreadsheet software to complete business tasks and to produce complex documents.			✓	✓		
BSBWOR204A Use business technology	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.	✓	✓	✓			
Marketing							
BSBMKG608A Develop organisational Marketing objectives	This unit describes the performance outcomes, skills and knowledge required to conduct a strategic analysis to develop					✓	✓

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	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.						
BSBMKG609A Develop a marketing plan	This unit describes the performance outcomes, skills and knowledge required to research, develop and present a marketing plan for an organisation.					✓	✓
CUEMAR01B Assist with marketing activities	This unit describes the skills and knowledge required to provide assistance with a range of marketing activities. As such it requires a general knowledge of marketing and promotional activities, including research, the production of promotional materials and the ways in which individuals are responsible for the promotion of an organisation and its services.			✓	✓		
CUEMAR02B Undertake market research	This unit describes the skills and knowledge to conduct formal market research in the. As such it requires a sound knowledge of different research				✓	✓	

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	methodologies and their application to different research needs. The unit has very strong links to other marketing units.						
CUEMAR03B Undertake marketing activities	This unit describes the skills and knowledge required to coordinate a range of marketing and promotional activities with some limited short term planning. This role may be undertaken by dedicated marketing personnel or by others for whom marketing forms only a part of the job role. Longer term, more strategic planning is covered in the unit THHGLE12B Develop and manage marketing strategies. This unit equates to the unit THHGCS07B Coordinate marketing activities in the Tourism and Hospitality Training Packages.				✓	✓	
CULMS202A Assist clients to access services and facilities	This unit refers to assisting the institution's visitors to access the available facilities and services.		✓	✓			
CULMS209A Provide and sell products and services to visitors	This unit refers to providing services and selling products to visitors to the institution.		✓	✓			
CUVADM08B Develop and manage public	This unit describes the skills and knowledge required to develop and implement a plan for public relations					✓	✓

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
relations strategies	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.						
THTSMA01B Coordinate the production of brochures and other marketing materials	This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role.				✓	✓	
Small Business							
BSBSMB301A Investigate micro business opportunities	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.				✓	✓	
BSBSMB401A Establish legal and risk management requirements of small	This unit describes the performance outcomes, skills and knowledge required to identify and				✓	✓	

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
business	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.						
BSBSMB402A Plan small business finances	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.				✓	✓	
BSBSMB403A Market the small business	This unit describes the performance outcomes, skills and knowledge required to develop and implement marketing strategies, and to monitor and improve market performance.				✓	✓	
BSBSMB404A Undertake small business planning	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.				✓	✓	

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
BSBSMB405A Monitor and manage small business operations	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.				✓	✓	
BSBSMB406A Manage small business finances	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the small business. Specific legal requirements apply to the management of a small business.				✓	✓	
BSBSMB407A Manage a small team	This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance				✓	✓	

Unit Code and Title	Unit Descriptor	Suitable AQF Packaging Level (Within CUV03)					
		Cert I	Cert II	Cert III	Cert IV	Diploma	Advanced Diploma
	business operations through retaining a competent, committed and motivated team in the workplace. Specific legal requirements apply to the management of a small business.						
Training							
TAAASS301B Contribute to assessment	This unit specifies the competence required to contribute to the assessment process.				✓	✓	
TAAASS401B Plan and organise assessment	This unit specifies the competence required to plan and organise the assessment process in a competency-based assessment system.				✓	✓	
TAAASS402B Assess competence	This unit specifies the competence required to assess the competence of a candidate.				✓	✓	
TAADEL301B Provide training through instruction and demonstration of work skills	This unit specifies the competency required to conduct individual and group instruction and demonstration of work skills.				✓	✓	

List of all units in this Training Package

List of all units in this Training Package

CUV03 Version 3.0 Units of Competency

Unit code	Unit title	Volume
CUVADM01B	Develop and implement arts administration systems and procedures	2
CUVADM02B	Plan work space	2
CUVADM05B	Plan and develop information management systems	2
CUVADM08B	Develop and manage public relations strategies	2
CUVADM10B	Research and utilise revenue and funding opportunities	2
CUVADM11B	Work within an arts organisation context	2
CUVADM12B	Work with arts professionals in an arts organisation	2
CUVADM13B	Research and critique cultural work(s)	2
CUVCON06B	Develop concepts for arts organisations or projects	2
CUVCOR01B	Source concept for own work	2
CUVCOR02B	Develop and articulate concept for own work	2
CUVCOR03B	Develop, refine and communicate concept for own work	2
CUVCOR04B	Originate concept for own work and conduct critical discourse	2
CUVCOR07B	Use drawing techniques to represent the object or idea	2
CUVCOR08B	Produce drawings to represent and communicate the concept	2
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept	2
CUVCOR11B	Source information on history and theory and apply to own area of work	2
CUVCOR12B	Review history and theory for application to artistic practice	2
CUVCOR13B	Research and critically analyse history and theory to inform artistic practice	2

Unit code	Unit title	Volume
CUVCRS01B	Plan work for a nominated site	2
CUVCRS02B	Select sites and plan work	2
CUVCRS03B	Produce computer-aided drawings	2
CUVCRS04B	Produce technical drawings	2
CUVCRS05B	Use typography techniques for design work	2
CUVCRS06B	Make scale models	2
CUVCRS08B	Document the work progress	2
CUVCRS11B	Select and prepare work for exhibition	2
CUVCRS13B	Store finished work	2
CUVCRS14B	Prepare, store and maintain finished work	2
CUVCRS16B	Prepare text and graphic files for print processing	2
CUVDES04B	Integrate colour theory and design processes in response to a brief	2
CUVDES601A	Design innovative products	2
CUVDSP07B	Research and apply techniques for graphic design	2
CUVDSP11B	Research and apply techniques for illustrative work	2
CUVDSP13B	Research and apply techniques for the design of wearable objects	2
CUVDSP14B	Research and apply techniques for the design of products	2
CUVDSP15B	Research and apply techniques for application to spatial design	2
CUVICS01B	Contribute to workplace improvements	2
CUVIND501A	Maintain and apply creative arts industry knowledge	2
CUVOPA01B	Identify and describe opal	2
CUVOPA02B	Handle and store rough and cut opal	2
CUVOPA03B	Complete precutting processes for solid opals	2
CUVOPA04B	Cut and polish an opal solid	2

Unit code	Unit title	Volume
CUVOPA05B	Complete pre-cutting processes for opal doublets and triplets	2
CUVOPA06B	Cut and polish an opal doublet/triplet	2
CUVOPA07B	Use opal carving tools	2
CUVOPA08B	Production cut and polish opal	2
CUVOPA09B	Use a faceting machine	2
CUVOPA10B	Cut opal spheres and beads	2
CUVOPA11B	Obtain opal	2
CUVOPA12B	Identify the requirements for establishing an opal-cutting workshop	2
CUVOPA13B	Apply advanced pre-cutting processes to complex opals	2
CUVOPA14B	Undertake operational maintenance of machinery	2
CUVPHI01B	Source and apply photoimaging industry knowledge	3
CUVPHI02B	Develop self for photoimaging industry	3
CUVPHI03B	Research and apply information on the traditions which inform photoimaging practice	3
CUVPHI04B	Apply photoimaging lighting techniques	3
CUVPHI05B	Use a 35mm SLR camera or digital equivalent	3
CUVPHI06B	Plan and carry out image capture in response to a brief	3
CUVPHI07B	Process photoimages to work print/file stage	3
CUVPHI08B	Enhance, manipulate and output photoimages	3
CUVPHI09B	Use colour materials, processing and printing techniques in a wet darkroom context	3
CUVPHI10B	Use and extend wet darkroom techniques to produce monochrome photographs	3
CUVPHI501A	Research role and use of the photoimage in visual communication	3
CUVPHI502A	Research and exploit photoimaging trends	3

Unit code	Unit title	Volume
CUVPHI503A	Explore the descriptive and emotive nature of photo lighting	3
CUVPHI504A	Investigate and exploit innovative imaging options	3
CUVPHI505A	Produce an innovative presentation of professional work	3
CUVPHI506A	Produce commercial photoimages	3
CUVPHI507A	Provide domestic portrait services	3
CUVPHI508A	Produce media photoimages	3
CUVPHI509A	Make wedding photoimaging products	3
CUVPHI510A	Plan, capture and exploit visual art photoimages	3
CUVPHI511A	Produce technical photoimages	3
CUVPHI512A	Make illustrative images for publication and display	3
CUVPHI513A	Plan, capture and exploit stock photoimages	3
CUVPHI514A	Employ colour management in a digital imaging workplace	3
CUVPHI515A	Prepare digital images for pre-press printing	3
CUVPRP01B	Develop self as artist	2
CUVPRP02B	Develop understanding of own Aboriginal or Torres Strait Islander identity	2
CUVPRP03B	Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts	2
CUVPRP04B	Produce work which expresses own Aboriginal or Torres Strait Islander identity	2
CUVVSP01B	Produce calligraphy	2
CUVVSP02B	Research and experiment with techniques to produce calligraphy	2
CUVVSP04B	Apply techniques to produce ceramics	2
CUVVSP05B	Produce ceramics	2
CUVVSP06B	Research and experiment with techniques to produce ceramics	2

Unit code	Unit title	Volume
CUVVSP07B	Apply techniques in wheel-formed ceramics	2
CUVVSP11B	Apply techniques to produce digital images	2
CUVVSP12B	Produce digital images	2
CUVVSP13B	Research and experiment with techniques for digital image enhancement and manipulation	2
CUVVSP14B	Apply techniques to produce drawings	2
CUVVSP15B	Produce drawings	2
CUVVSP16B	Research and experiment with techniques to produce drawings	2
CUVVSP17B	Apply techniques to produce glass work	2
CUVVSP18B	Apply techniques to produce video art	3
CUVVSP19B	Produce video art	3
CUVVSP20B	Research and experiment with techniques to produce video art	3
CUVVSP21B	Produce glass work	2
CUVVSP22B	Research and experiment with techniques to produce glass work	2
CUVVSP24B	Research and experiment with techniques to produce installation	2
CUVVSP26B	Apply techniques to produce jewellery	2
CUVVSP27B	Produce jewellery	2
CUVVSP28B	Research and experiment with techniques to produce jewellery	2
CUVVSP34B	Apply techniques to produce paintings	3
CUVVSP35B	Produce paintings	3
CUVVSP36B	Research and experiment with techniques to produce paintings	3
CUVVSP38B	Research and experiment with techniques to produce performance art	3
CUVVSP44B	Apply techniques to produce prints	3
CUVVSP45B	Produce prints	3

Unit code	Unit title	Volume
CUVVSP46B	Research and experiment with techniques to produce prints	3
CUVVSP48B	Research and experiment with techniques to produce public art	3
CUVVSP50B	Apply techniques to produce sculpture	3
CUVVSP51B	Produce sculpture	3
CUVVSP52B	Research and experiment with techniques to produce sculpture	3
CUVVSP54B	Apply techniques to produce textile/fibre work	3
CUVVSP55B	Produce textile/fibre work	3
CUVVSP56B	Research and experiment with techniques to produce textile/fibre work	3
CUVVSP57B	Apply techniques to produce wood objects	3
CUVVSP58B	Produce wood objects	3
CUVVSP59B	Research and experiment with techniques to produce wood objects	3

Units imported into this Training Package

Unit code	Unit title
BSBADM405B	Organise meetings
BSBADM407B	Administer projects
BSBADM502B	Manage meetings
BSBCMM401A	Make a presentation
BSBCOM501B	Identify and interpret compliance requirements
BSBCOM502B	Evaluate and review compliance
BSBCRT402A	Collaborate in a creative process
BSBCRT403A	Explore the history and social impact of creativity
BSBCRT501A	Originate and develop concepts

Unit code	Unit title
BSBCRT601A	Research and apply concepts and theories of creativity
BSBCUS501A	Manage quality customer service
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
BSBDES402A	Interpret and respond to a design brief
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
BSBDIV301A	Work effectively with diversity
BSBDIV701A	Develop cross-cultural communication and negotiation strategies
BSBFIA303A	Process accounts payable and receivable
BSBFIM501A	Manage budgets and financial plans
BSBFIM601A	Manage finances
BSBINM301A	Organise workplace information
BSBINM501A	Manage an information or knowledge management system
BSBINM601A	Manage knowledge and information
BSBINN502A	Build and sustain an innovative work environment
BSBINN801A	Lead innovative thinking and practice
BSBITA401A	Design databases

Unit code	Unit title
BSBITU102A	Develop keyboard skills
BSBITU301A	Create and use databases
BSBITU302A	Create electronic presentations
BSBITU305A	Conduct online transactions
BSBITU306A	Design and produce business documents
BSBITU309A	Produce desk top published documents
BSBITU501A	Manage business document design and development
BSBLED501A	Develop a workplace learning environment
BSBMGT502B	Manage people performance
BSBMGT515A	Manage operational plan
BSBMGT516A	Facilitate continuous improvement
BSBMGT608B	Manage innovation and continuous improvement
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan
BSBMKG403A	Promote products and services
BSBMKG501B	Identify and evaluate marketing opportunities
BSBMKG514A	Implement and monitor marketing activities
BSBMKG603B	Manage the marketing process
BSBMKG605B	Evaluate international marketing opportunities
BSBMKG607B	Manage market research
BSBMKG609A	Develop a marketing plan
BSBOHS201A	Participate in OHS processes
BSBOHS509A	Ensure a safe workplace
BSBPMG510A	Manage projects

Unit code	Unit title
BSBPMG601A	Direct the integration of projects
BSBREL401A	Establish networks
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
BSBRES801A	Initiate and lead applied research
BSBRKG501A	Develop and maintain terminology and classification schemes
BSBRSK501A	Manage risk
BSBSMB401A	Establish legal and risk management requirements of small business
BSBSMB405A	Monitor and manage small business operations
BSBSMB406A	Manage small business finances
BSBSMB407A	Manage a small team
BSBWOR203A	Work effectively with others
BSBWOR204A	Use business technology
BSBWOR401A	Establish effective workplace relationships
BSBWOR402A	Promote team effectiveness
BSBWOR501A	Manage personal work priorities and professional development
BSBWOR502A	Ensure team effectiveness
CUECOR02B	Work with others
CUECOR03C	Provide quality service to customers
CUEFIN01B	Develop a budget
CUEFIN02B	Manage a budget
CUEFIN03B	Obtain sponsorship
CUEFOH08B	Process incoming customer orders
CUEFOH09B	Provide venue information and assistance
CUEIND01B	Source and apply entertainment industry knowledge

Unit code	Unit title
CUEIND03B	Integrate accessibility principles into work practices
CUEMAR01B	Assist with marketing activities
CUEMAR02B	Undertake market research
CUEMAR03B	Undertake marketing activities
CUEOHS01B	Implement workplace health, safety and security procedures
CUETEM09B	Manage diversity
CUFANM503A	Design animation and digital visual effects
CUFCMP301A	Implement copyright arrangements
CUFCMP501A	Manage and exploit copyright arrangements
CUFDIG201A	Maintain interactive content
CUFDIG303A	Produce and prepare photo images
CUFDIG304A	Create visual design components
CUFDIG401A	Author interactive media
CUFDIG402A	Design user interfaces
CUFDIG403A	Create user interfaces
CUFDIG502A	Design web environments
CUFDIG507A	Design digital simulations
CUFIND201A	Develop and apply creative arts industry knowledge
CUFIND401A	Provide services on a freelance basis
CUFLGT501A	Conceive and develop lighting designs
CUFPOS402A	Manage media assets
CUFRES201A	Collect and organise content for broadcast or publication
CULMS008A	Conceive, develop and realise exhibition designs
CULMS009A	Implement preventive conservation activities

Unit code	Unit title
CULMS010A	Contribute to the preservation of cultural material
CULMS202A	Assist clients to access services and facilities
CULMS410A	Provide research assistance
CULMS412B	Record and maintain collection information
CULMS504B	Organise and monitor exhibition installation/dismantling
CULMS506B	Plan and develop activities, events and programs
CULMS605B	Develop and implement procedures for the movement/storage of cultural material
CULMS610B	Research, describe and document cultural material
CUSADM01A	Purchase or hire equipment/supplies
CUSGEN01A	Use and adapt to changes in technology
CUVVSP46B	Research and experiment with techniques to produce prints
FNSICGEN305A	Maintain daily financial/business records
FNSICGEN402B	Participate in negotiations
HLTCOM408B	Use specific health terminology to communicate effectively
HLTDA417A	Take a clinical photograph
HLTHIR403B	Work effectively with culturally diverse clients and co-workers
HLTOPD401A	Work effectively in the ophthalmic industry
ICAS5199A	Manage business websites and servers
ICAS5203A	Evaluate and select a web hosting service
ICAT4221A	Locate equipment, system and software faults
ICPMM321A	Capture a digital image
LMFDN4001A	Produce drawings from design concepts
LMFDN4002A	Produce line and component production drawings

Unit code	Unit title
LMFDN4003A	Produce patterns and/or templates
LMFDN4005A	Work within a furniture design team
MCMC614A	Develop a communications strategy to support production
MCMS600A	Develop a competitive manufacturing system
MCMT675A	Facilitate the development of a new product
MEM19.2AA	Prepare jewellery illustrations
MEM19.7AA	Perform gemstone setting
MEM5.6AA	Perform brazing and/or silver soldering
PMCOPS221A	Operate manual glazing equipment
PMCOPS224A	Hand mould ceramics
PMLTEST409A	Capture and manage scientific images
PSPPM402B	Manage simple projects
PSPPM405A	Administer simple projects
PSPPROC602B	Direct the management of contracts
SRXHRM001B	Manage volunteers
TAATAS503B	Manage contracted work
TDTA997B	Complete and check import/export documentation
THHGFA02B	Maintain financial records
THHGLE12B	Develop and manage marketing strategies
THHGLE16B	Manage physical assets
THTFME03A	Develop and update event industry knowledge
THTFME06A	Manage event contractors
THTFME09A	Develop and update knowledge of protocol
THTSMA01B	Coordinate the production of brochures and other marketing materials

Unit code	Unit title
WRRCA1B	Operate retail equipment
WRRCS1B	Communicate in the workplace
WRRCS2B	Apply point of sale handling procedures
WRRER1B	Work effectively in a retail environment
WRRF1B	Balance register/terminal
WRRI5A	Maintain and order stock
WRRLP1B	Apply safe working practices
WRRLP3B	Maintain store safety
WRRLP5B	Apply store security systems and procedures
WRRM2B	Perform routine housekeeping duties
WRRM5A	Monitor in-store visual merchandising display
WRRM6A	Create a display for small business
WRRS01B	Sell products and services
WRRS4B	Build relationships with customers
WRRSS3B	Recommend jewellery products
WRRSS8B	Recommend cameras, photographic equipment and services
WRRVM15A	Style merchandise for photography
WRWSL201A	Sell products and services to business customers

CUV10103 Certificate I in Visual Arts and Contemporary Craft

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for a pathway to the visual arts and craft industries. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication • Passing on key safety information to colleagues • Communicating effectively with people from a range of cultural backgrounds • Presenting information in a way that is useful for the purpose intended • Producing drawings that communicate a concept or idea
Teamwork • Checking safety procedures with other team members • Seeking feedback from colleagues
Problem Solving • Identifying safety issues and reporting them to appropriate person • Identifying whether information material needs to be reorganised
Initiative and Enterprise

Communication

- Passing on key safety information to colleagues
- Communicating effectively with people from a range of cultural backgrounds
- Presenting information in a way that is useful for the purpose intended
- Producing drawings that communicate a concept or idea
- Collecting information to develop a concept for own work

Planning and Organising

- Organising work tasks to ensure safety

Self-management

- Following workplace procedures, particularly in relation to OHS
- Maintaining personal safety standards

Learning

- Improving drawing skills through experimentation

Technology

- Using the internet to source information
- Using drawing tools, including computer applications

Packaging Rules**Core Units**

Complete **3 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR01B Source concept for own work

CUVCOR07B Use drawing techniques to represent the object or idea

Elective Units

Complete **3 other units** with at least 1 unit from the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics
- Digital art
- Drawing
- Jewellery
- Painting
- Photoimaging

Core Units

- Prints
- Sculpture
- Textiles/fibre work
- Video art
- Wood

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate I. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate I in Visual Arts and Contemporary Craft

This qualification is suitable for delivery in schools or local communities and allows learners to develop basic knowledge and skills for the visual arts and craft industries.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing, e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Appropriate elective units may include units such as:

BSBDIV301A Work effectively with diversity

CUFRES201A Collect and organise content for broadcast or publication

CUVVSP14B Apply techniques to produce drawings

CUVVSP34B Apply techniques to produce paintings

CUV10203 Certificate I in Aboriginal or Torres Strait Islander Cultural Arts

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** for learners in schools or local communities to develop basic knowledge and skills for the visual arts and crafts industries. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Discussing issues of family and kinship with one's own Aboriginal or Torres Strait Islander community. • Passing on key safety information to colleagues. • Producing ceramic objects or paintings that communicate a concept or idea.
Teamwork
• Checking safety procedures with other team members.
Problem Solving
• Identifying sensitive issues and using information in a culturally appropriate way. • Identifying safety issues and reporting them to appropriate person.

Communication

- Discussing issues of family and kinship with one's own Aboriginal or Torres Strait Islander community.
- Passing on key safety information to colleagues.
- Producing ceramic objects or paintings that communicate a concept or idea.

Initiative and Enterprise

- Collecting information to develop a concept for own work.

Planning and Organising

- Collecting and organising information on one's own Aboriginal or Torres Strait Islander cultural heritage.
- Organising work tasks to ensure safety.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.

Learning

- Improving ceramics, drawing and painting skills through experimentation.

Technology

- Using the internet to source information.
- Using a range of tools to produce art works, including computer applications.

Packaging Rules**Core Units**

Complete **4 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR01B Source concept for own work

CUVCOR07B Use drawing techniques to represent the object or idea

CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity

Elective Units

Complete **2 other** units with at least **1 unit** from the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics

Core Units

- Digital art
- Drawing
- Jewellery
- Painting
- Photoimaging
- Prints
- Sculpture
- Textiles/fibre work
- Video art
- Wood

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate I. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate I in Aboriginal or Torres Strait Islander Cultural Arts

This qualification is suitable for delivery in schools or local communities and allows learners to develop basic knowledge and skills for the visual arts and craft industries.

The local cultural knowledge necessary to achieve some of the units of competency in this qualification may only be accessible to Aboriginal or Torres Strait Islander people. Any organisation or individual planning to offer this qualification would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction

- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Appropriate elective units may include units such as:

BSBDIV301A Work effectively with diversity

CUFRES201A Collect and organise content for broadcast or publication

CUVVSP14B Apply techniques to produce drawings

CUVVSP34B Apply techniques to produce paintings

CUV20103 Certificate II in Visual Arts and Contemporary Craft

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an assistant in a community arts workshop. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication • Liaising with people from arts organisations • Passing on key safety information to colleagues • Collecting information to develop a concept for own work; presenting concepts to others
Teamwork • Discussing industry developments with colleagues • Checking safety procedures with other team members • Obtaining feedback on concepts
Problem Solving • Adjusting work practices to suit particular arts contexts • Identifying safety issues and reporting them to appropriate person

Communication

- Liaising with people from arts organisations
- Passing on key safety information to colleagues
- Collecting information to develop a concept for own work; presenting concepts to others
- Refining concepts to incorporate feedback from others
- Identifying action to be taken if finished work is not ready for storage

Initiative and Enterprise

- Developing several possible concepts to communicate an idea

Planning and Organising

- Collecting information to develop a concept for own work
- Organising work tasks to ensure safety
- Organising the presentation of a concept to others
- Preparing work for storage and storing it appropriately
- Identifying the steps and resources required to produce the proposed art object

Learning

- Keeping up to date with industry developments
- Improving ceramics
- Drawing, sculpture and jewellery skills through experimentation

Technology

- Using the internet for sourcing information
- Using tools to make jewellery, ceramic objects and sculptures

Packaging Rules**Core Units**

Complete **4 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR02B Develop and articulate concept for own work

CUVCOR07B Use drawing techniques to represent the object or idea

CUVCOR11B Source information on history and theory and apply to own area of work

Elective Units

Core Units

Complete 7 other units with at least 1 unit from the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics
- Digital art
- Drawing
- Glass
- Jewellery
- Painting
- Photoimaging
- Prints
- Sculpture
- Textiles/fibre
- Video art
- Wood

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate II. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate II in Visual Arts and Contemporary Craft

The Certificate II in Visual Arts and Contemporary Craft is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. It is a flexible entry-level qualification, which can be customised to meet a broad range of industry needs. This qualification is also suitable for VET in schools programs.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing, e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press

- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

The workplace context for this qualification will vary and this context must guide the selection of elective units. Examples of appropriate unit for particular jobs at this level are as follows:

Community arts workshop assistant

BSBITU102A Develop keyboard skills

CUECOR02B Work with others

CUVADM11A Work within an arts organisation context

CUVCRS13B Store finished work

CUVVSP26B Apply techniques to produce jewellery

CUVVSP50B Apply techniques to produce sculpture

CUVVSP54B Apply techniques to produce textile/fibre work

Trainee in ceramics studio

BSBITU102A Develop keyboard skills

CUVCRS13B Store finished work

CUVVSP04B Apply techniques to produce ceramics

CUVVSP26B Apply techniques to produce jewellery

CUVVSP50B Apply techniques to produce sculpture

WRRCS2B Apply point of sale handling procedures

WRRS01B Sell products and services

CUV20203 Certificate II in Aboriginal or Torres Strait Islander Cultural Arts

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for indigenous trainees and indigenous learners in VET in Schools programs. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Discussing issues of family and kinship with one's own Aboriginal or Torres Strait Islander community. • Presenting concepts to others. • Passing on key safety information to colleagues.
Teamwork
• Discussing industry developments with colleagues. • Checking safety procedures with other team members. • Obtaining feedback on concepts.
Problem Solving

Communication

- Discussing issues of family and kinship with one's own Aboriginal or Torres Strait Islander community.
- Presenting concepts to others.
- Passing on key safety information to colleagues.
- Refining concepts to incorporate feedback from others.
- Identifying sensitive issues and using information in a culturally appropriate way.
- Identifying safety issues and reporting them to appropriate person.
- Identifying action to be taken if finished work is not ready for storage.

Initiative and Enterprise

- Developing several possible concepts to communicate an idea.

Planning and Organising

- Collecting and organising information on one's own Aboriginal or Torres Strait Islander cultural heritage.
- Collecting information to develop a concept for own work.
- Identifying the steps and resources required to produce the proposed art object.
- Organising the presentation of a concept to others.
- Organising work tasks to ensure safety.
- Preparing work for storage and storing it appropriately.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.

Learning

- Improving ceramics, drawing, print making, sculpture and painting skills through experimentation.

Technology

- Using the internet for sourcing information.
- Using tools to make jewellery, ceramic objects, prints and sculptures.

Packaging Rules**Core Units**

Complete **5 core units**:

BSBOHS201A Participate in OHS processes

Core Units

CUVCOR02B Develop and articulate concept for own work

CUVCOR07B Use drawing techniques to represent the object or idea

CUVCOR11B Source information on history and theory and apply to own area of work

CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity

Elective Units

Complete **6 other units** with at least **1 unit** from the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics
- Digital art
- Drawing
- Glass
- Jewellery
- Painting
- Photoimaging
- Prints
- Sculpture
- Textiles/fibre
- Video art
- Wood

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate II. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate II in Aboriginal or Torres Strait Islander Cultural Arts

The Certificate II in Aboriginal or Torres Strait Islander is designed to reflect the role of individuals who perform a range of mainly routine tasks and who work under direct supervision. It is a flexible entry-level qualification, which can be customised to meet a broad range of industry needs. This qualification is also suitable for VET in schools programs.

The local cultural knowledge necessary to achieve some of the units of competency in this qualification may only be accessible to Aboriginal or Torres Strait Islander people. Any organisation or individual planning to offer this qualification would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

The workplace context for this qualification will vary and this context must guide the selection of elective units. Examples of appropriate unit for particular jobs at this level are as follows:

Community arts workshop assistant

BSBITU102A Develop keyboard skills

CUECOR02B Work with others

CUVADM11B Work within an arts organisation context

CUVCRS13B Store finished work

CUVVSP26B Apply techniques to produce jewellery

CUVVSP50B Apply techniques to produce sculpture

CUVVSP54B Apply techniques to produce textile/fibre work

Trainee in ceramics studio

BSBITU102A Develop keyboard skills

CUVCRS13B Store finished work

CUVVSP04B Apply techniques to produce ceramics

CUVVSP26B Apply techniques to produce jewellery

CUVVSP50B Apply techniques to produce sculpture

WRRCS2B Apply point of sale handling procedures

WRRS01B Sell products and services

CUV20303 Certificate II in Opal Cutting and Polishing

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an assistant in a cutting and polishing workshop. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Passing on key safety information to colleagues. • Sharing information with others. • Discussing opal buying preferences with colleagues and others in the industry.
Teamwork
• Checking safety procedures with other team members. • Working collaboratively with other team members. • Acknowledging the strengths of other team members.
Problem Solving
• Identifying safety issues and reporting them to appropriate person. • Identifying possible conflicts with team members and suggesting ways of dealing with them.

Communication

- Passing on key safety information to colleagues.
- Sharing information with others.
- Discussing opal buying preferences with colleagues and others in the industry.
- Identifying whether a sample is genuine natural opal or a simulated opal.
- Identifying and rectifying equipment faults that do not require specialist attention.

Initiative and Enterprise

- Determining where to cut stones to maximise value and artistic effect.

Planning and Organising

- Identifying risk factors and taking action to minimise risk.
- Organising work tasks to ensure safety.
- Maintaining stock control and other workplace records.
- Surveying market requirements to determine opal cutting strategies.
- Weighing opals to determine yield.
- Planning and executing the process of cutting and polishing opals.
- Planning and performing routine maintenance of equipment.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Taking responsibility within scope of job role.
- Managing own time to meet deadlines.

Learning

- Seeking assistance and advice from others to improve one's own skills and knowledge.
- Seeking assistance and expert advice from equipment manufacturers.

Technology

- Using security systems.
- Using cameras and scanning equipment.
- Using electronic stock control systems.
- Using the internet for research.
- Using equipment and tools to cut and polish opals.

Packaging Rules

To obtain a Certificate II in Opal Cutting and polishing, **9 units** must be achieved:

Core Units
Complete 6 units BSBOHS201A Participate in OHS processes CUECOR02B Work with others CUVOPA01B Identify and describe opal CUVOPA02B Handle and store rough and cut opal CUVOPA03B Complete pre-cutting processes for solid opal CUVOPA04B Cut and polish an opal solid
Elective Units
Complete 3 units CUVOPA05B Complete pre-cutting processes for opal doublets and triplets CUVOPA06B Cut and polish an opal doublet/triplet CUVOPA11B Obtain opal CUVOPA14B Undertake operational maintenance of machinery FNSICGEN305A Maintain daily financial/business records WRRS01B Sell products and services WRWSL201A Sell products and services to business customers Of the three elective units, one may come from any endorsed Training Package at the Certificate II/III level. The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate II. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate II

This qualification is designed to develop the ability to cut and polish opals at a basic skill level. The qualification is aimed at a young person entering the industry sector, the miner or serious hobbyist wanting hands-on skills in opal cutting and polishing. The qualification provides a pathway which can subsequently be built on to achieve a range of high level outcomes in the industry.

The Certificate II is a flexible qualification and choice of elective units can provide for a range of outcomes. Examples of appropriate units for particular jobs at this level are as follows.

A person working as an assistant in a cutting and polishing workshop

BSBOHS201A Participate in OHS processes

CUECOR02B Work with others

CUVOPA01B	Identify and describe opal
CUVOPA02B	Handle and store rough and cut opal
CUVOPA03B	Complete pre-cutting processes for light solid opal
CUVOPA04B	Cut and polish an opal solid
CUVOPA11B	Obtain opal
CUVOPA14B	Undertake operational maintenance of machinery
WRRS01B	Sell products and services

CUV30103 Certificate III in Visual Arts and Contemporary Craft

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an assistant in a ceramics studio. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication • Passing on key safety information to colleagues. • Presenting concepts to others. • Interpreting briefs and conceptual visions. • Producing art works which are consistent with the conceptual vision.
Teamwork • Checking safety procedures with other team members. • Discussing concepts and work issues with colleagues.
Problem Solving • Identifying safety issues and reporting them to appropriate person. • Refining concepts to incorporate feedback from others. • Applying selection criteria to finished work to be stored.

Communication

- Passing on key safety information to colleagues.
- Presenting concepts to others.
- Interpreting briefs and conceptual visions.
- Producing art works which are consistent with the conceptual vision.
- Adjusting techniques to achieve a particular effect.

Initiative and Enterprise

- Developing several possible concepts to communicate an idea.
- Producing a range of samples in response to a brief or conceptual vision.

Planning and Organising

- Collecting and analysing information to develop concepts and ideas.
- Organising the presentation of a concept to others.
- Organising work tasks to ensure safety.
- Organising information systematically.
- Preparing and maintaining documentation.
- Determining criteria for the selection of finished work for storage.
- Calculating dimensions for 3D samples.
- Identifying techniques and processes required to produce art works.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Challenging one's own ideas and approaches.
- Having clear goals about one's future as an artist.

Learning

- Evaluating information gained from research and integrating ideas into the development of own work.
- Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.
- Improving skills through experimentation with materials and techniques.

Technology

- Using the internet for research.
- Using electronic record keeping.
- Using tools and equipment to produce art works.
- Using technology to expand own arts practice.

Packaging Rules

Core Units

Complete **4 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR03B Develop, refine and communicate concept for own work

CUVCOR08B Produce drawings to represent and communicate the concept

CUVCOR12B Review history and theory for application to artistic practice

Elective Units

Complete **10 other units**

At least **1 unit** must be selected from the following areas of the Visual Arts Craft and Design Training Package:

- Calligraphy
- Ceramics
- Digital art
- Drawing
- Glass
- Jewellery
- Painting
- Photoimaging
- Prints
- Sculpture
- Textiles/fibre
- Video art
- Wood

In addition at least 1 unit must be selected from the following areas of the Visual Arts Craft and Design Training Package:

- Professional Practice
- Design
- Research and Innovation

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate III in Visual Arts and Contemporary Craft

This qualification is designed to reflect the role of individuals who work in the visual arts and contemporary craft industries and perform a range of skilled tasks using discretion and judgement and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area or be multi- skilled.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing, e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Examples of appropriate elective units for particular jobs at this level are as follows:

Assistant in ceramics studio

CUVCRS03B Produce computer-aided drawings

CUVCRS14B Prepare, store and maintain finished work

CUVDES03B Apply the design process to 3-dimensional work in response to a brief

CUVDES04B Integrate colour theory and design processes in response to a brief

CUVPRP01B Develop self as artist

CUVVSP05B Produce ceramics

CUVVSP07B Apply techniques in wheel-formed ceramics

CUVVSP51B Produce sculpture

PMCOPS221A Operate manual glazing equipment

PMCOPS224A Hand mould ceramics

Assistant in community arts facility

BSBSMB401A Establish legal and risk management requirements of small business

CUEMAR01B Assist with marketing activities

CULMS410A Provide research assistance

CUVCRS11B Select and prepare work for exhibition

CUVCRS14B Prepare, store and maintain finished work

CUVPRP01B Develop self as artist

CUVVSP15B Produce drawings

CUVVSP35B Produce paintings

CUVVSP45B Produce prints

CUVVSP51B Produce sculpture

CUV30203 Certificate III in Aboriginal or Torres Strait Islander Cultural Arts

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an assistant in a community arts facility. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Writing draft promotional materials; using networks to promote the organisation. • Discussing issues of family and kinship with one's own Aboriginal or Torres Strait Islander community. • Presenting concepts to others. • Passing on key safety information to colleagues. • Confirming work requirements with supervisor. • Interpreting criteria for selecting art works for exhibition.
Teamwork
• Discussing industry developments with colleagues. • Checking safety procedures with other team members. • Obtaining feedback on concepts.

• Working as a team member to install art works in exhibition spaces.
Problem Solving • Refining concepts to incorporate feedback from others. • Identifying sensitive issues and using information in a culturally appropriate way. • Identifying safety issues and reporting them to appropriate person. • Identifying action to be taken if finished work is not ready for storage. • Adjusting work to meet display requirements. • Adjusting practice to address cultural issues.
Initiative and Enterprise • Developing several possible concepts to communicate an idea. • Enhancing the quality of work practices through networking.
Planning and Organising • Collecting and organising information on cultural arts and one's own Aboriginal or Torres Strait Islander cultural heritage. • Collecting information to develop a concept for own work. • Identifying the steps and resources required to produce the proposed art object. • Organising the presentation of a concept to others. • Organising work tasks to ensure safety. • Preparing work for storage and storing it appropriately. • Collecting and assessing information to assist with marketing activities. • Organising art works for exhibition. • Collecting and analysing information to help determine business legal requirements.
Self-management • Following workplace procedures, particularly in relation to OHS. • Maintaining personal safety standards. • Being confident about presenting information about the organisation to others. • Acting within scope of own job role. • Following workplace procedures to ensure compliance with business and legal requirements.
Learning • Improving drawing, sculpture and painting skills through experimentation. • Using opportunities to update knowledge of Aboriginal or Torres Strait Islander cultural arts. • Seeking expert legal advice on contractual rights and obligation where necessary. • Evaluating information gained from research and integrating ideas into the development of own work. • Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.

Technology

- Using the internet for sourcing information.
- Using tools and equipment to produce sculptures, painting and drawings.

Packaging Rules**Core Units**

Complete **6 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR03B Develop, refine and communicate concept for own work

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

CUVCOR12B Review history and theory for application to artistic practice

CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity

CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts

Elective Units

Complete **8 other units**

At least **1 unit** must be selected from the following areas of the Visual Arts Craft and Design Training Package:

- Calligraphy
- Ceramics
- Digital art
- Drawing
- Glass
- Jewellery
- Painting
- Photoimaging
- Prints
- Sculpture
- Textiles/fibre
- Video art
- Wood

In addition at least **1 unit** must be selected from the following areas of the Visual Arts

Craft and Design Training Package:

- Professional Practice
- Design
- Research and Innovation

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate III in Aboriginal or Torres Strait Islander Cultural Arts

This qualification is designed to reflect the role of individuals who work in the visual arts and contemporary crafts industries and perform a range of skilled tasks using discretion and judgement and who have the ability to select, adapt and transfer skills to different situations. Individuals may specialise in one area or be multi- skilled.

The local cultural knowledge necessary to achieve some of the units of competency in this qualification may only be accessible to Aboriginal or Torres Strait Islander people. Any organisation or individual planning to offer this qualification would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Examples of appropriate elective units for particular jobs at this level are as follows:

Assistant in ceramics studio

CUVCRS03B Produce computer-aided drawings

CUVCRS14B Prepare, store and maintain finished work

CUVDES03B Apply the design process to 3-dimensional work in response to a brief

CUVDES04B Integrate colour theory and design processes in response to a brief

CUVPRP01B Develop self as artist

CUVVSP05B Produce ceramics

CUVVSP07B Apply techniques in wheel-formed ceramics

CUVVSP51B Produce sculpture

PMCOPS221A Operate manual glazing equipment

PMCOPS224A Hand mould ceramics

Assistant in community arts facility

BSBSMB401A Establish legal and risk management requirements of small business

CUEMAR01B Assist with marketing activities

CULMS410A Provide research assistance

CUVCRS11B Select and prepare work for exhibition

CUVCRS14B Prepare, store and maintain finished work

CUVPRP01B Develop self as artist

CUVVSP15B Produce drawings

CUVVSP35B Produce paintings

CUVVSP45B Produce prints

CUVVSP51B Produce sculpture

CUV30303 Certificate III in Design Fundamentals

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for a junior design assistant in a graphic design studio. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Passing on key safety information to colleagues. • Presenting concepts to others. • Interpreting briefs and conceptual visions. • Producing graphic art work which is consistent with the conceptual vision. • Liaising with resource suppliers.
Teamwork
• Checking safety procedures with other team members. • Discussing concepts, industry developments and work issues with colleagues.
Problem Solving
• Identifying safety issues and reporting them to appropriate person. • Refining concepts to incorporate feedback from others.

Communication

- Passing on key safety information to colleagues.
 - Presenting concepts to others.
 - Interpreting briefs and conceptual visions.
 - Producing graphic art work which is consistent with the conceptual vision.
 - Liaising with resource suppliers.
- Adjusting techniques to achieve a particular effect.
 - Responding to computer problems.

Initiative and Enterprise

- Developing several possible concepts to communicate an idea.
- Producing a range of samples in response to a brief or conceptual vision.

Planning and Organising

- Collecting and analysing information to develop concepts and ideas.
- Organising the presentation of a concept to others.
- Organising work tasks to ensure safety.
- Organising information systematically.
- Preparing text and graphic files for print processing.
- Identifying techniques and processes required to produce digital images and graphic art work.
- Sourcing and analysing information to inform design practice.
- Organising resources, taking into account cost and other constraints.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Challenging one's own ideas and approaches.
- Career planning.

Learning

- Evaluating information gained from research and integrating ideas into the development of own work.
- Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.
- Improving skills through experimentation with materials and techniques.
- Keeping up to date with industry developments.

Technology

- Using the internet for research.
- Using a range of software applications to produce graphic art work.

Packaging Rules

Core Units

Complete **9 core units**

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
BSBOHS201A	Participate in OHS processes
CUVCOR03B	Develop, refine and communicate concept for own work
CUVCOR08B	Produce drawings to represent and communicate the concept
CUVDES04B	Integrate colour theory and design processes in response to a brief

Elective Units

Complete **5 other units** from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on the Certificate III in Design Fundamentals

The Certificate III in Design Fundamentals is designed as a qualification that provides a pathway to a career in Design. There are limited job outcomes at this level, though in areas such as graphic and digital design there may be some employment opportunities as a Junior Design Assistant.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics

- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Appropriate elective units might include:

CUVCRS03B Produce computer-aided drawings

CUVCRS16B Prepare text and graphic files for print processing

CUVVSP12B Produce digital images

CUVVSP19B Produce video art

CUVVSP27B Produce jewellery

CUV30403 Certificate III in Arts Administration

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an administrative officer in a small theatre. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Exchanging information with arts professionals. • Establishing and maintaining industry networks. • Preparing and distributing promotional materials. • Communicating effectively with customers. • Contributing to the flow of information and ideas in the workplace.
Teamwork
• Sharing information with colleagues. • Showing sensitivity to cultural and social differences when communicating with others. • Collaborating with colleagues and others on a range of administrative tasks.
Problem Solving
• Responding to customer complaints and referring escalated complaints to the

Communication

- Exchanging information with arts professionals.
- Establishing and maintaining industry networks.
- Preparing and distributing promotional materials.
- Communicating effectively with customers.
- Contributing to the flow of information and ideas in the workplace.

appropriate person.

- Identifying safety issues and reporting them to appropriate person.
- Using manuals and online help to overcome problems with database design and production.
- Offering alternatives when product requested is not available.
- Adjusting work practices to suit particular arts contexts.

Initiative and Enterprise

- Identifying and acting on opportunities to enhance the quality of customer service.
- Using functions of software applications to enhance the presentation of business documents.
- Proactively identifying information and assistance needs of patrons, including those with special needs.

Planning and Organising

- Planning, organising and prioritising work tasks and responsibilities.
- Organising work tasks to ensure safety.
- Designing and producing business documents.
- Creating and using simple databases.
- Maintaining files and workplace documentation.
- Processing sales generated from a remote location.
- Processing and recording financial transactions.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal presentation standards.
- Acting within the scope of own job role.
- Completing work within given timelines.

Learning

- Keeping up to date with industry developments.
- Using manuals and online help to improve own skills.
- Keeping up to date with information about organisation's products and services.

Technology

- Using the internet as a source of information about the industry.

Communication

- Exchanging information with arts professionals.
- Establishing and maintaining industry networks.
- Preparing and distributing promotional materials.
- Communicating effectively with customers.
- Contributing to the flow of information and ideas in the workplace.
- Using word processing and database applications.

Packaging Rules**Core Units**

Complete **4 core units**:

BSBDIV301A Work effectively with diversity

BSBOHS201A Participate in OHS processes

CUECOR02B Work with others

CUVADM11B Work within an arts organisation context

Elective Units

Complete **10 other units**

At least **2 units** must be selected from the following Training Package:

- Business Services (Common units, Recordkeeping, Specialist Administration, Governance)

At least **3 units** must be selected from the following Training Packages (in addition to the **2 units** from Business Services)

- Business Services, e.g. recordkeeping, specialist administration, governance
- Entertainment, e.g. props, sets, scenic art, costume
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Screen and Media, e.g. digital content, set and scenery construction
- Visual Arts Craft and Design

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate III. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on the Certificate III in Arts Administration

The Certificate III in Arts Administration is designed to reflect the role of individuals who work in a broad range of arts administration roles, who perform a range of skilled tasks using discretion and judgement, and who have the ability to select, adapt and transfer skills to different situations.

This qualification is applicable to a broad range of industry contexts including galleries, museums, theatres and community arts centres. The workplace context must guide the selection of elective units.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing, e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism TT02, e.g. guiding

Examples of appropriate units for particular jobs at this level are as follows:

Gallery Assistant

BSBFIA303A Process accounts payable and receivable

BSBINM301A Organise workplace information

BSBITU301A Create and use databases

BSBITU306A Design and produce business documents

BSBITU309A Produce desk top published documents

CUEMAR01B Assist with marketing activities

CULMS202A Assist clients to access services and facilities

CUVADM12B Work with arts professionals in an arts organisation

THHGFA02B Maintain financial records

Administrative Officer in a Small Theatre

BSBITU301A Create and use databases

BSBITU306A Design and produce business documents

BSBITU309A Produce desk top published documents

CUECOR03C Provide quality service to customers

CUEFOH08B Process incoming customer orders

CUEFOH09B Provide venue information and assistance

CUEIND01B Source and apply entertainment industry knowledge

CUEMAR01B Assist with marketing activities

CUVADM12B Work with arts professionals in an arts organisation

THHGFA02B Maintain financial records

CUV40103 Certificate IV in Visual Arts and Contemporary Craft

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an artist at an artist-run studio. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication • Passing on key safety information to colleagues. • Presenting concepts to others. • Interpreting briefs and conceptual visions. • Producing art works which are consistent with the conceptual vision.
Teamwork • Checking safety procedures with other team members. • Discussing concepts, industry developments and work issues with colleagues. • Showing sensitivity to cultural and social differences when communicating with others.
Problem Solving • Identifying safety issues and reporting them to appropriate person.

Communication

- Passing on key safety information to colleagues.
- Presenting concepts to others.
- Interpreting briefs and conceptual visions.
- Producing art works which are consistent with the conceptual vision.

- Refining concepts to incorporate feedback from others.
- Applying selection criteria to finished work to be stored.
- Adjusting techniques to achieve a particular effect.
- Identifying and addressing copyright requirements.

Initiative and Enterprise

- Developing several possible concepts to communicate an idea.
- Producing a range of samples in response to a brief or conceptual vision.

Planning and Organising

- Collecting and analysing information to develop concepts and ideas.
- Organising the presentation of a concept to others.
- Organising work tasks to ensure safety.
- Organising information systematically.
- Preparing and maintaining documentation.
- Determining criteria for the selection of finished work for storage.
- Identifying techniques and processes required to produce art works.
- Sourcing and analysing information to inform design practice.
- Researching and critically analysing history and theory to inform artistic practice.
- Selecting and preparing work for exhibition.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Challenging one's own ideas and approaches.
- Having clear goals about one's future as an artist.

Learning

- Evaluating information gained from research and integrating ideas into the development of own work.
- Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.
- Seeking specialist advice on copyright issues.
- Improving skills through experimentation with materials and techniques.
- Keeping up to date with industry and technological developments.
- Undertaking training in the use of new technology to improve work practices.

Technology

Communication

- Passing on key safety information to colleagues.
- Presenting concepts to others.
- Interpreting briefs and conceptual visions.
- Producing art works which are consistent with the conceptual vision.
- Using the internet for research.
- Using electronic record keeping.
- Using tools and equipment to produce art works.
- Using technology to expand own arts practice.

Packaging Rules**Core Units**

Complete **4 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR04B Originate concept for own work and conduct critical discourse

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

CUVCOR13B Research and critically analyse history and theory to inform artistic practice

Elective Units

Complete **14 other units**

At least **2 units** must be selected from one or more of the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics
- Design
- Digital art
- Drawing
- Glass
- Installation
- Jewellery
- Painting
- Performance art
- Photoimaging
- Prints
- Public art

Core Units

- Sculpture
- Textiles/fibre
- Video art
- Wood

In addition, at least **2 units** must be selected from one or more of the following areas of the Visual Arts Craft and Design Training Package:

- Professional practice
- Small business
- Research and innovation

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate IV in Visual Arts and Contemporary Craft

The Certificate IV in Visual Arts and Contemporary Craft is designed to reflect the role of individuals who demonstrate understanding of a broad knowledge base, apply solutions to a defined range of unpredictable problems, apply skill and knowledge to a wide variety of contexts, and take responsibility for their own outputs. They may take limited responsibility for the output of others, though in a visual arts context this is not always the case.

This qualification is flexible and designed to meet a broad range of industry needs. The workplace context for this qualification will vary and this context must guide the selection of elective units.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales

- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Examples of appropriate elective units for particular jobs are as follows:

Artist at artist-run studio

BSBCMM401A Make a presentation

BSBDIV301A Work effectively with diversity

CUEMAR03B Undertake marketing activities

CUFCMP501A Manage and exploit copyright arrangements

CUSGEN01A Use and adapt to changes in technology

CUVCRS02B Select sites and plan work

CUVCRS11B Select and prepare work for exhibition

CUVCRS14B Prepare, store and maintain finished work

CUVPRP01B Develop self as artist

CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation

CUVVSP24B Research and experiment with techniques to produce installation

CUVVSP36B Research and experiment with techniques to produce paintings

CUVVSP46B Research and experiment with techniques to produce prints

CUVVSP52B Research and experiment with techniques to produce sculpture

Artist at co-operative glass studio

BSBSMB401A Establish legal and risk management requirements of small business

CUEMAR03B Undertake marketing activities

CUFCMP501A Manage and exploit copyright arrangements

CUSADM01A Purchase or hire equipment/supplies

CUSGEN01A Use and adapt to changes in technology

CUVCRS02B Select sites and plan work

CUVCRS03B Produce computer-aided drawings

CUVCRS11B Select and prepare work for exhibition

CUVCRS14B Prepare, store and maintain finished work

CUVDES04B Integrate colour theory and design processes in response to a brief

CUVPRP01B Develop self as artist

CUVVSP22B Research and experiment with techniques to produce glass work

CUVVSP48B Research and experiment with techniques to produce public art

CUVVSP52B Research and experiment with techniques to produce sculpture

CUV40203 Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for an artist at a cooperative glass studio. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Presenting market intelligence to colleagues to assist with marketing strategies. • Using networks to promote the organisation. • Discussing issues of family and kinship with one's own Aboriginal or Torres Strait Islander community. • Presenting artistic concepts to others. • Passing on key safety information to colleagues. • Interpreting criteria for selecting art works for exhibition. • Writing reports on promotional activities.
Teamwork
• Discussing industry developments with colleagues. • Checking safety procedures with other team members.

• Obtaining feedback on concepts. • Working as a team member to install art works in exhibition spaces. • Showing sensitivity to cultural and social differences when communicating with others.
Problem Solving • Refining concepts to incorporate feedback from others. • Identifying sensitive issues and using information in a culturally appropriate way. • Identifying safety issues and reporting them to appropriate person. • Identifying action to be taken if finished work is not ready for storage. • Adjusting work to meet display requirements. • Adjusting practice to address cultural issues. • Identifying and addressing copyright requirements.
Initiative and Enterprise • Developing several possible concepts to communicate an idea. • Enhancing the quality of work practices through networking.
Planning and Organising • Collecting and organising information on cultural arts and one's own Aboriginal or Torres Strait Islander cultural heritage. • Collecting information to develop a concept for own work that expresses own cultural identity. • Identifying the steps and resources required to produce the proposed art object. • Organising the presentation of a concept to others. • Organising work tasks to ensure safety. • Preparing work for storage and storing it appropriately. • Planning and organising marketing and promotional activities. • Organising art works for exhibition.
Self-management • Following workplace procedures, particularly in relation to OHS. • Maintaining personal safety standards. • Being confident about presenting information about the organisation to others. • Acting within scope of own job role. • Producing art work that expresses own Aboriginal or Torres Strait Islander identity.
Learning • Improving drawing, sculpture, glass and public art skills through experimentation. • Using opportunities to update knowledge of Aboriginal or Torres Strait Islander cultural arts. • Seeking expert advice on copyright.

- Evaluating information gained from research and integrating ideas into the development of own work.
- Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.

Technology

- Using the internet for sourcing information.
- Using tools and equipment to produce sculptures, public art, glasswork and drawings.

Packaging Rules

Core Units

Complete **7 core units**:

BSBOHS201A Participate in OHS processes

CUVCOR04B Originate concept for own work and conduct critical discourse

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

CUVCOR13B Research and critically analyse history and theory to inform artistic practice

CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity

CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts practice

CUVPRP04B Produce work which expresses own Aboriginal or Torres Strait Islander identity

Elective Units

Complete **11 other units**

At least **2 units** must be selected from one or more of the following areas of the Visual Arts Craft and Design Training Package:

- Ceramics
- Design
- Digital art
- Drawing
- Glass
- Installation
- Jewellery

- Painting
- Performance art
- Photoimaging
- Prints
- Public art
- Sculpture
- Textiles/fibre
- Video art
- Wood

In addition, at least **2 units** must be selected from one or more of the following areas of the Visual Arts Craft and Design Training Package:

- Professional Practice
- Small Business
- Research and Innovation

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate IV in Aboriginal or Torres Strait Islander Cultural Arts

The Certificate IV in Visual Arts and Contemporary Craft is designed to reflect the role of individuals who demonstrate understanding of a broad knowledge base, apply solutions to a defined range of unpredictable problems, apply skill and knowledge to a wide variety of contexts, and take responsibility for their own outputs. They may take limited responsibility for the output of others, though in a visual arts context this is not usually the case.

This qualification is flexible and designed to meet a broad range of industry needs. The workplace context for this qualification will vary and this context must guide the selection of elective units.

The local cultural knowledge necessary to achieve some of the units of competency in this qualification may only be accessible to Aboriginal or Torres Strait Islander people. Any organisation or individual planning to offer this qualification would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage

- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Examples of appropriate elective units for particular jobs are as follows:

Artist at artist-run studio

BSBDIV301A Work effectively with diversity

CUEMAR03B Undertake marketing activities

CUFCMP501A Manage and exploit copyright arrangements

CUSGEN01A Use and adapt to changes in technology

CUVCRS02B Select sites and plan work

CUVCRS11B Select and prepare work for exhibition

CUVCRS14B Prepare, store and maintain finished work

CUVCRS16B Prepare text and graphics files for print processing

CUVPRP01B Develop self as artist

CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation

CUVVSP24B Research and experiment with techniques to produce installation

CUVVSP36B Research and experiment with techniques to produce paintings

CUVVSP46B Research and experiment with techniques to produce prints

CUVVSP52B Research and experiment with techniques to produce sculpture

Artist at co-operative glass studio

BSBSMB401A Establish legal and risk management requirements of small business

CUEMAR03B Undertake marketing activities

CUFCMP501A Manage and exploit copyright arrangements

CUSADM01A Purchase or hire equipment/supplies

CUSGEN01A Use and adapt to changes in technology

CUVCRS02B Select sites and plan work

CUVCRS03B Produce computer-aided drawings

CUVCRS11B Select and prepare work for exhibition

CUVCRS14B Prepare, store and maintain finished work

CUVDES04B Integrate colour theory and design processes in response to a brief

CUVPRP01B Develop self as artist

CUVVSP22B Research and experiment with techniques to produce glass work

CUVVSP48B Research and experiment with techniques to produce public art

CUVVSP52B Research and experiment with techniques to produce sculpture

CUV40303 Certificate IV in Design

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for a Junior Design Assistant specialising in Graphic Design. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication • Passing on key safety information to colleagues. • Presenting concepts to others. • Interpreting briefs and conceptual visions. • Producing graphic designs which are consistent with the conceptual vision. • Liaising with resource suppliers.
Teamwork • Checking safety procedures with other team members. • Discussing concepts, industry developments and work issues with colleagues.
Problem Solving • Identifying safety issues and reporting them to appropriate person.

Communication

- Passing on key safety information to colleagues.
 - Presenting concepts to others.
 - Interpreting briefs and conceptual visions.
 - Producing graphic designs which are consistent with the conceptual vision.
 - Liaising with resource suppliers.
- Refining concepts to incorporate feedback from others.
 - Adjusting techniques to achieve a particular effect.
 - Responding to computer problems.

Initiative and Enterprise

- Developing several possible concepts to communicate an idea.
- Producing a range of samples in response to a brief or conceptual vision.

Planning and Organising

- Collecting and analysing information to develop concepts and ideas.
- Organising the presentation of a concept to others.
- Organising work tasks to ensure safety.
- Organising information systematically.
- Preparing text and graphic files for print processing.
- Identifying techniques and processes required to produce digital images and graphic art work.
- Sourcing and analysing information to inform design practice.
- Organising resources, taking into account cost and other constraints.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Challenging one's own ideas and approaches.
- Career planning.

Learning

- Evaluating information gained from research and integrating ideas into the development of own work.
- Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.
- Improving skills through experimentation with materials and techniques.
- Keeping up to date with industry developments.

Technology

- Using the internet for research.
- Using a range of software applications to produce graphic art work.
- Using digital cameras.

Communication

- Passing on key safety information to colleagues.
- Presenting concepts to others.
- Interpreting briefs and conceptual visions.
- Producing graphic designs which are consistent with the conceptual vision.
- Liaising with resource suppliers.
- Updating web pages.

Packaging Rules**Core Units**

Complete **10 core units**

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
BSBDES402A	Interpret and respond to a design brief
BSBOHS201A	Participate in OHS processes
CUVCOR04B	Originate concept for own work and conduct critical discourse
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept
CUVDES04B	Integrate colour theory and design processes in response to a brief

Elective Units

Complete **8 other units** with at least 2 from the Design specialisation units within the Visual Arts Craft and Design Training Package

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate IV in Design

The Certificate IV in Design is designed as a qualification that provides a pathway to a career in Design. There are limited job outcomes at this level, though in areas such as graphic and digital design there may be some employment opportunities as a Junior Design Assistant.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Manufactured Mineral Products, e.g. ceramics
- Metal and Engineering, e.g. jewellery
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear
- Tourism, e.g. guiding

The workplace context for this qualification will vary, and this context must guide the selection of elective units. Examples of appropriate units at this level are as follows:

Graphic Design Specialisation

CUFDIG201A Maintain interactive content

CUFDIG303A Produce and prepare photo images

CUVCRS03B Produce computer-aided drawings

CUVCRS05B Use typography techniques for design work

CUVCRS16B Prepare text and graphic files for print processing

CUVDSP07B Research and apply techniques for graphic design

CUVDSP11B Research and apply techniques for illustrative work

CUVVSP02B Research and experiment with techniques to produce calligraphy

Furniture Design Specialisation

CUVCRS03B Produce computer-aided drawings

CUVCRS04B Produce technical drawings

CUVDSP14B Research and apply techniques for the design of products

CUVVSP59B Research and experiment with techniques to produce wood objects

LMFDN4001A Produce drawings from design concepts

LMFDN4002A Produce line and component production drawings

LMFDN4003A	Produce patterns and/or templates
LMFDN4005A	Work within a furniture design team

CUV40403 Certificate IV in Photoimaging

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for a photoimaging assistant in a digital photoimaging workplace. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Interpreting briefs. • Clarifying specifications of a brief with colleagues/clients. • Passing on key safety information to colleagues. • Clarifying purpose of a multimedia product. • Sharing information about industry development with colleagues. • Networking within the photoimaging and related industry sectors.
Teamwork
• Working collaboratively as a team member in a photoimaging and multimedia environment. • Checking safety procedures with other team members.
Problem Solving

- Modifying techniques to achieve desired outcome.
- Identifying safety issues and reporting them to appropriate person.
- Refining concepts to incorporate feedback from others.
- Applying selection criteria to finished work to be stored.

Initiative and Enterprise

- Generating a range of visual design and communication ideas in response to a brief.
- Using knowledge of the photoimaging industry to enhance the quality of work.

Planning and Organising

- Undertaking research to inform the development of multimedia and photoimaging products/services.
- Organising work tasks to ensure safety.
- Researching work opportunities.
- Determining criteria for the selection of finished work for storage.
- Identifying techniques and processes required to produce desired effects.
- Sourcing and analysing information to inform photoimaging practice.
- Selecting and preparing work for exhibition.
- Organising easy access to research.
- Planning, setting up and dismantling a photoimage shoot.
- Maintaining workplace documentation.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Acting within the scope of job role.
- Career planning.
- Challenging one's own ideas and approaches.

Learning

- Improving skills and knowledge through experimentation.
- Keeping up to date with industry developments.
- Using practice, feedback and discussion and evaluation opportunities to continuously improve skills and knowledge.

Technology

- Using the internet for research.
- Using a range of digital imaging, video editing and authoring software applications.
- Using digital cameras.
- Applying information on technological advances in day-to-day work activities.

Packaging Rules

Core Units

Complete **11 core units**

BSBDES402A Interpret and respond to a design brief

BSBOHS201A Participate in OHS processes

CUECOR02B Work with others

CUVCRS14B Prepare, store and maintain finished work

CUVDES04A Integrate colour theory and design processes in response to a brief

CUVPHI01B Source and apply photoimaging industry knowledge

CUVPHI03B Research and apply information on the traditions which inform photoimaging practice

CUVPHI04B Apply photoimaging lighting techniques

CUVPHI06B Plan and carry out image capture in response to a brief

CUVPHI07B Process photoimages to work print/file stage

CUVPHI08B Enhance, manipulate and output photoimages

Elective Units

Complete **7 other units** from the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on Certificate IV in Photoimaging

This qualification is designed to reflect the role of individuals working as a photographer's assistant who apply a broad range of skills including lighting, image capture, enhancements and manipulation and output.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Financial Services, e.g. bookkeeping
- Information Technology, e.g. Internet
- Printing and Graphic Arts, e.g. pre-press
- Screen and Media, e.g. digital content, set and scenery construction
- Tourism, e.g. guiding

The workplace context for this qualification will vary and this context must guide the selection of elective units.

Examples of appropriate units for particular jobs at this level are as follows:

Photoimaging assistant in specialised photographic studio (eg Portraits)

BSBSMB301A Investigate micro business opportunities
CUSADM01A Purchase or hire equipment/supplies
CUSGEN01A Use and adapt to changes in technology
CUVCRS01B Plan work for a nominated site
CUVCRS16B Prepare text and graphics files for print processing
CUVPHI09B Use colour materials, processing and printing techniques in a wet darkroom context
CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation

Photoimaging trainee in a large organisation (e.g. Graphic design company)

BSBDIV301A Work effectively with diversity
BSBSMB401A Establish legal and risk management requirements of small business
CUSGEN01A Use and adapt to changes in technology
CUVCRS16B Prepare text and graphic files for print processing
CUVDSP07B Research and apply techniques for graphic design
CUVVSP12B Produce digital images
ICPMM321A Capture a digital image

Photoimaging assistant in a digital photoimaging workplace

CUFDIG303A Produce and prepare photo images
CUFDIG304A Create visual design components
CUFDIG401A Author interactive media
CUSADM01A Purchase or hire equipment/supplies
CUSGEN01A Use and adapt to changes in technology
CUVCRS11B Select and prepare work for exhibition
CUVPHI02B Develop self for photoimaging industry

Retail assistant in retail/wholesale/minilab

WRRCS2B Apply point of sale handling procedures
WRRF1B Balance register/terminal
WRRI5A Maintain and order stock
WRRLP5B Apply store security systems and procedures
WRRM5A Monitor in-store visual merchandising display
WRRS4B Build relationships with customers

WRRSS8B Recommend cameras, photographic equipment and services

CUV40503 Certificate IV in Arts Administration

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for a marketing and promotions officer. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication

- Exchanging information with arts professionals.
- Establishing and maintaining industry networks.
- Preparing and distributing promotional materials.
- Contributing to the flow of information and ideas in the workplace.
- Communicating effectively with an audience during presentations.
- Interpreting the results of surveys.
- Writing reports on market research findings.
- Negotiating resource requirements for new administration systems/procedures.

Teamwork

- Sharing information with colleagues.
- Showing sensitivity to cultural and social differences when communicating with others.

- Collaborating with colleagues and others on a range of administrative tasks.
- Leading a team.

Problem Solving

- Dealing with problems that arise from diversity issues.
- Using manuals and online help to overcome problems with database design and production.
- Offering alternatives when product requested is not available.
- Adjusting work practices to suit particular arts contexts and to enhance accessibility.
- Adjusting a presentation to maintain rapport with an audience.

Initiative and Enterprise

- Using functions of software applications to enhance the presentation of business documents.
- Making recommendations on ways to improve accessibility within the organisation.
- Using market research to assist with future planning.
- Pursuing revenue opportunities that will be of most benefit to the organisation.

Planning and Organising

- Planning, organising and prioritising work tasks and responsibilities.
- Organising work tasks to ensure safety.
- Designing and producing business documents.
- Creating and using simple databases.
- Developing and implementing arts administration systems and procedures.
- Organising meetings, including preparing papers and minutes.
- Developing plans for and managing straightforward projects.
- Planning and preparing for presentations.
- Managing a budget.
- Planning and undertaking market research.
- Researching and assessing funding opportunities.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal presentation standards.
- Acting within the scope of own job role.
- Completing work within given timelines.
- Demonstrating leadership.
- Evaluating one's own presentations to inform subsequent presentations.
- Pursuing revenue opportunities that are in line with the organisation's overall vision and direction.

Learning

- Providing mentoring/coaching support to team members on OHS and new administration systems/procedures.
- Keeping up to date with industry developments.
- Using manuals and online help to improve own skills.
- Coaching colleagues in ways of accepting diversity in relation to colleagues and customers.
- Identifying training needs in relation to diversity issues.
- Seeking specialist assistance on market research.

Technology

- Using the internet as a source of information about the industry.
- Using word processing and database applications.
- Organising teleconferences.
- Preparing AV presentation aids.

Packaging Rules

Core Units

Complete **6 core units**

BSBDIV301A Work effectively with diversity

BSBWOR402A Promote team effectiveness

CUEOHS01B Implement workplace health, safety and security procedures

CUVADM01B Develop and implement arts administration systems and procedures

CUVADM11B Work within an arts organisation context

CUVADM12B Work with arts professionals in an arts organisation

Elective Units

Complete **13 other units**

At least **2 units** must be selected from the following Training Package:

- Business Services, e.g. recordkeeping, specialist administration, governance

At least **3 units** must be selected from the following Training Packages (in addition to the **2 units** from Business Services)

- Business Services, e.g. recordkeeping, specialist administration, governance
- Entertainment
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance

- Screen and Media, e.g. digital content, set and scenery construction
- Visual Arts Craft and Design

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on the Certificate IV in Arts Administration

This qualification is designed to reflect the role of individuals working in arts administration who demonstrate understanding of a broad knowledge base, apply solutions to a defined range of unpredictable problems, apply skill and knowledge to a wide variety of contexts, and take responsibility for their own outputs. They may take limited responsibility for the output of others.

This qualification is applicable to a broad range of industry contexts including galleries, museums, theatres and community arts centres. The workplace context must guide the selection of elective units.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Financial Services, e.g. bookkeeping
- Furnishing, e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Screen and Media, e.g. digital content, set and scenery construction
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Examples of appropriate units for particular jobs at this level are as follows:

Event Promotions Officer

BSBADM405B Organise meetings

BSBCMM401A Make a presentation

BSBITU302A Create electronic presentations

BSBITU309A Produce desk top published documents

BSBPMG510A Manage projects

CUEFIN02B Manage a budget

CUEMAR03B Undertake marketing activities

CULMS504B Organise and monitor exhibition installation/dismantling

CUVADM10B Research and utilise revenue and funding opportunities

THTFME03A Develop and update event industry knowledge

THTFME06A Manage event contractors

THTFME09A Develop and update knowledge of protocol

THTSMA01B Coordinate the production of brochures and other marketing materials

Marketing and Promotions Officer

BSBADM405B Organise meetings

BSBCMM401A Make a presentation

BSBITU301A Create and use databases

BSBITU302A Create electronic presentations

BSBITU309A Produce desk top published documents

BSBPMG510A Manage projects

CUEFIN02B Manage a budget

CUEIND03B Integrate accessibility principles into work practices

CUEMAR02B Undertake market research

CUEMAR03B Undertake marketing activities

CUETEM09B Manage diversity

CUVADM10B Research and utilise revenue and funding opportunities

THTSMA01B Coordinate the production of brochures and other marketing materials

CUV40603 Certificate IV in Opal Cutting and Polishing

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for running a small cutting and polishing workshop. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication
• Passing on key safety information to colleagues. • Sharing information with others. • Discussing opal buying preferences with colleagues and others in the industry. • Clarifying legal and regulatory requirements with manager. • Negotiating the acquisition of rough opal supplies. • Describing features of products to customers. • Discussing requirements with customers.
Teamwork
• Checking safety procedures with other team members. • Showing respect when communicating with people from diverse backgrounds. • Discussing possible strategies for cutting opal with colleagues and clients.

Problem Solving

- Identifying safety issues and reporting them to appropriate person.
- Identifying possible conflicts with team members and suggesting ways of dealing with them.
- Identifying whether a sample is genuine natural opal or a simulated opal.
- Identifying and rectifying equipment faults that do not require specialist attention.
- Identifying and correcting faults in opals as items are made.
- Offering solutions to customer objections in a sales situation.

Initiative and Enterprise

- Determining where to cut stones to maximise value and artistic effect.
- Deciding on the most appropriate option for acquiring rough opal.
- Developing a strategic vision for the business.
- Maximising sales opportunities with customers.

Planning and Organising

- Identifying risk factors and taking action to minimise risk.
- Organising work tasks to ensure safety.
- Maintaining stock control and other workplace records.
- Surveying market requirements to determine opal cutting strategies.
- Weighing opals to determine yield.
- Planning and executing the process of cutting and polishing opals.
- Planning and performing routine maintenance of equipment.
- Developing and implementing procedures for acquiring rough opal.
- Developing budgets and managing financial operations.
- Investigating resources needed to set up an opal-cutting workshop.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Maintaining personal safety standards.
- Taking responsibility within scope of job role.
- Managing own time to meet deadlines.

Learning

- Seeking assistance and advice from others to improve one's own skills and knowledge.
- Seeking assistance and expert advice from equipment manufacturers.
- Seeking expert legal advice.
- Providing mentoring and coaching on OHS to team members.

Technology

- Using security systems.

- Using cameras and scanning equipment.
- Using electronic stock control systems.
- Using the internet for research.
- Using equipment and tools to cut and polish opals.

Packaging Rules

To obtain a Certificate IV in Opal Cutting and Polishing, **16 units** must be achieved:

Core units

Complete **10 units**

BSBOHS201A Participate in OHS processes

CUVOPA01B Identify and describe opal

CUVOPA02B Handle and store rough and cut opal

CUVOPA03B Complete pre-cutting processes for solid opal

CUVOPA04B Cut and polish an opal solid

CUVOPA05B Complete pre-cutting processes for opal doublets and triplets

CUVOPA06B Cut and polish an opal double/triplet

CUVOPA07B Use opal carving tools

CUVOPA11B Obtain opal

CUVOPA14B Undertake operational maintenance of machinery

Elective Units

Complete **6 units**

BSBDIV301A Work effectively with diversity

BSBITU305A Conduct online transactions

BSBSMB406A Manage small business finances

BSBWOR204A Use business technology

CUFDIG201A Maintain interactive content

CUFIND201A Develop and apply creative arts industry knowledge

CUVOPA08B Production cut and polish opal

CUVOPA09B Use a faceting machine

CUVOPA10B Cut opal spheres and beads

CUVOPA12B Identify the requirements for establishing an opal-cutting workshop

CUVOPA13B Apply advanced pre-cutting processes to complex opals

CUVPHI04B Apply photoimaging lightning techniques

CUVVSP26B Apply techniques to produce jewellery

FNSICGEN305A Maintain daily financial/business records

FNSICGEN402B Participate in negotiations

MEM19.7AA Perform gemstone setting (*Pre requisite units)

WRRS01B Sell products and services

WRWSL201A Sell products and services to business customers

Of the elective units two may come from any endorsed Training Package at the Certificate III/IV level. A list of recommended units is included below.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for a Certificate IV. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

*** Pre-requisites for this unit are: MEM18.1AB Use hand tools: MEM18.2AA Use power tools/hand held operations: MEM18.3AB Use tools for precision work: MEM19.3AA Handle gem materials (basic) - equivalent to CUVOPA02B Handle and store rough and cut opal.**

Notes on Certificate IV

The CUV40603 Certificate IV in Opal Cutting and Polishing is designed to provide the skills for competent operators in industry. The qualification will give an opportunity to develop skills in:

- advising others on the characteristics of cut and uncut opals
- working with the gemstones to produce high quality cut and polished opal products.

The qualification also gives the opportunity to select the skills needed for managing a small business in addition to the technical opal cutting and polishing skills.

The Certificate IV is a flexible qualification and choice of elective units can provide for a range of outcomes. Examples of appropriate units for particular jobs at this level are as follows:

A person running a small cutting and polishing workshop

BSBOHS201A Participate in OHS processes

BSBSMB406A Manage small business finances

BSBWOR204A Use business technology

CUFIND201A Develop and apply creative arts industry knowledge

CUVOPA01B Identify and describe opal

CUVOPA02B Handle and store rough and cut opal

CUVOPA03B Complete pre-cutting processes for solid opal

CUVOPA04B Cut and polish an opal solid

CUVOPA05B Complete pre-cutting processes for opal doublets and triplets

CUVOPA06B Cut and polish an opal double/triplet

CUVOPA07B Use opal carving tools

CUVOPA12B Identify the requirements for establishing an opal-cutting workshop

CUVOPA13B Apply advanced pre-cutting processes to complex opals

CUVOPA14B Undertake operational maintenance of machinery

WRRS01B Sell products and services

A person doing some cutting and trading on line

BSBITU305A Conduct online transactions

BSBOHS201A Participate in OHS processes

BSBSMB406A Manage small business finances

CUFDIG201A Maintain interactive content

CUFIND201A Develop and apply creative arts industry knowledge

CUVOPA01B Identify and describe opal

CUVOPA02B Handle and store rough and cut opal

CUVOPA03B Complete pre-cutting processes for solid opal

CUVOPA04B Cut and polish an opal solid

CUVOPA05B Complete pre-cutting processes for opal doublets and triplets

CUVOPA06B Cut and polish an opal double/triplet

CUVOPA07B Use opal carving tools

CUVOPA12B Identify the requirements for establishing an opal-cutting workshop

CUVOPA14B Undertake operational maintenance of machinery

FNSICGEN402B Participate in negotiations

WRWSL201A Sell products and services to business customers

Units from other Training Packages recommended for inclusion in Opal Training Programs as elective units

CUV03 - Visual Arts, Craft and Design
CUVCOR03B Develop, refine and communicate concept for own work
CUVCOR07B Use drawing techniques to represent the object or idea
CUVDES05B Interpret and respond to a brief
CUVDSP13B Research and apply techniques for the design of wearable objects
CUVPHI05B Use a 35 mm SLR camera or digital equivalent

CUVVSP28B	Research and experiment with techniques to produce jewellery
BSBO1 - Business Services	
BSBSMB405A	Monitor and manage small business operations
WRR02 - Retail	
WRRM6A	Create a display for small business
WRRSS3B	Recommend jewellery products
MEM98 - Metal and Engineering	
MEM5.6AA	Perform brazing and/or silver soldering
MEM19.2AA	Prepare jewellery illustrations (Pre-requisites - MEM9.1AA-Draw and interpret sketch)
TDT02 - Transport	
TDTA997B	Complete and check import/export documentation
ICA05 - Information and Communications Technology	
ICPMM321A	Capture a digital image

CUV50407 Diploma of Photoimaging

Modification History

Not Applicable

Description

Descriptor

This qualification reflects the role of photoimaging practitioners who possess a sound theoretical knowledge base and use a range of specialised and technical competencies to plan, carry out and evaluate photoimaging services. The qualification has application across a range of industry contexts (including commercial, domestic portrait, media, wedding, illustrative, institutional and art photography), where the practitioner is required to:

- interpret photoimaging assignment briefs from a range of clients
- consult with clients to refine objectives of photoimaging assignments
- select appropriate technologies and workflows to capture images, including type of camera, image recording media, lighting, post capture processing and outputs
- work from a studio or in a range of locations
- employ aesthetic, conceptual, compositional and technical skills to realise photoimaging outcomes
- utilise a range of traditional, contemporary and emergent technologies in the capture, preparation and distribution of image products.

Job Roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Art Photographer
- Commercial/Advertising Photographer
- Domestic Portrait Photographer
- Fashion Photographer
- Industrial/Architectural Photographer
- Media Photographer
- Sports Photographer
- Technical Photographer (Museum/Library/Gallery)
- Technical Photographer (Scientific/Medical/Forensic)
- Wedding Photographer
-

Pathways Information

Qualification Pathways

Pre-requisite Requirements

There are no pre-requisite requirements for this qualification.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at Diploma level, including (but not restricted to):

- successful achievement of a Certificate IV qualification in photoimaging or equivalent, such as:
 - CUV40403 Certificate IV in Photoimaging
 - CUV40103 Certificate IV in Visual Arts and Contemporary Craft (ensuring at least eight of the required 14 electives have been drawn from the photoimaging stream)
- extensive vocational experience (paid/voluntary) as a photographer's assistant
- extensive vocational experience in photoimaging 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

Employability Skills Summary

Employability Skills Summary

CUV50407 Diploma of Photoimaging

The following table contains a summary of the Employability Skills required by the photoimaging industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry requirements for this qualification include:
Communication:	• articulate potentially complex ideas • articulate research practices and methods • attract and maintain sponsors • clarify work requirements • complete workplace documentation

Employability Skill	Industry requirements for this qualification include:
	- critique and discuss best practice presentation methodologies, colour theory/management and new photoimaging trends/technology - debate and discuss potentially complex concepts - engage/negotiate with stakeholders in a meaningful and respectful way - establish and maintain industry networks
	- establish/nourish industry links with clients, contractors and employees - explain and describe work practices and methods - explain conceptual basis for work in written and verbal contexts - explain the difference between assignment and licensing of copyright - interpret and clarify written/verbal instructions and design specifications - interpret design briefs and results of focus tests - interpret the needs and rights of relevant parties - liaise with service providers in the presentation of creative products - make business presentations - model open and supportive communication - negotiate with clients/employers to achieve mutually acceptable outcomes - negotiate prices/fair exchange of services with clients and project stakeholders - negotiate with suppliers/models/creative teams/project stakeholders - nurture trust - present confidently in a job interview situation - present ideas in ways that engage and provoke response - promote own photoimaging work in the media - receive feedback, maintain effective

Employability Skill	Industry requirements for this qualification include:
	- relationships and manage conflict • resolve complaints and disputes • seek feedback from clients on shoot progress and image selection • transfer newly acquired knowledge to peers and/or employees • use industry and community networks as sources of information • work effectively with diversity and deal empathetically with subjects • write resumes and other promotional material for potential employers.
Teamwork:	• gain trust and confidence of clients and colleagues • present a range of user interface designs (and design concepts) to team members for discussion and feedback • respond constructively to feedback received from other team members • work collaboratively in a team environment (including production teams) • work with relevant parties when negotiating deals.
Problem solving:	• continually evaluate/challenge ideas and move them towards solutions • factor in a range of costs when establishing fee structures • identify/rectify equipment malfunction/failure • recognise and resolve workplace issues when implementing: • colour management systems into digital workplace practice • new technology into own photoimaging practice • solve colour issues • solve problems arising from negotiating deals.
Initiative and enterprise:	• apply visual communication principles to produce user interface designs • balance work and personal commitments

Employability Skill	Industry requirements for this qualification include:
	• be proactive in identifying and following through on work opportunities • develop a strategic approach to maximising return from freelance activity • employ reflective questioning to analyse performance • generate and explore ideas (including a range of ideas for user interface designs that meet specifications) • identify best practice options for the implementation of colour management strategies • identify creative/commercial opportunities • plan and implement presentation concepts • recognise imaging opportunities from research and testing processes • recognise and address barriers to (and innovative possibilities arising from): • effective photoimaging workflow • lighting techniques and technology • visual communication principles.
Planning and organising:	• adhere to timelines within the experimental process • budget for costs associated with the implementation of new technology • coordinate activities of models, assistants, creative and production teams • develop personal budgets and monitor income/expenditure against budgets • develop systems to respond to future: • colour theory/management systems • creative/commercial opportunities • document research findings clearly and concisely • establish/maintain personal financial and work record keeping systems • interpret and respond to photoimaging briefs • manage the workflow (research, concept development, production and post production) in the presentation of creative

Employability Skill	Industry requirements for this qualification include:
	products • organise shoots on location/in studio and prepare shoot management timelines • plan and implement project development processes • plan for contingencies • plan work to maximise cash flow • prepare/circulate self-promotional material to potential clients/employers • plan integration of: • colour management systems into digital workplace practice • new technology into own photoimaging practice.
Self-management:	• actively seek feedback and learn from others • complete work in accordance with terms and conditions of contracts • make decisions within level of own responsibility • meet deadlines • prioritise work tasks • reflect on and enhance own ability to contribute effectively to a collaborative creative process • seek expert assistance when problems arise.
Learning:	• develop/maintain skills in presentation technology • learn the operation of ancillary equipment • keep abreast of industry developments relevant to own area of work • participate in professional development activities • review personal performance within project/shoot contexts • seek expert advice when implementing: • colour management systems • new photoimaging trends and technology • upgrade knowledge required to work in

Employability Skill	Industry requirements for this qualification include:
	varied locations.
Technology:	• apply appropriate metadata tags to describe files • apply/maintain quality control procedures for presentation purposes • check and reinstate equipment, studio and props • coordinate the installation of colour management systems/new technology • create designs using storyboards, maps and other diagrams to specify the architecture and navigation of interactive media products • create user interface designs to meet standards and platform parameters • edit enhance, manipulate and output photoimages to industry standards for presentation purposes • manage files and directories using standard naming conventions • proficiently use graphics software to produce user interface designs • proficiently use video software to prepare video sequences for inclusion in an interactive media product • support effective communication and presentation • use an extended range of digital media, design and presentation technologies • use documentation systems for preparing formal contracts and recording/storing copyright agreements • use standard word processing, spreadsheet and database applications • use the internet as a source of information.

Due to the high proportion of electives required by this qualification, the industry requirements described above for each Employability Skill are representative of the photoimaging sector and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

Qualification Rules
Total number of units = 17 3 core units plus 8 specialist units, with a minimum of 3 selected from each of the following two specialist fields: • Photoimaging (Generic competencies) • Photoimaging (Contextual competencies), plus 6 elective units, with at least 3 selected from the remaining specialist/elective units. The other 3 elective units may be selected from the remaining specialist/elective units or from a Diploma qualification in any other nationally endorsed Training Package. Electives must be relevant to the work outcome, local industry requirements and the qualification level.
Core Units
CUVPHI501A Research role and use of the photoimage in visual communication CUVPHI502A Research and exploit photoimaging trends CUVPHI514A Employ colour management in a digital imaging workplace
Specialist Elective Units
Photoimaging (Generic competencies) CUVPHI02B Develop self for photoimaging industry CUVPHI09B Use colour materials, processing and printing techniques in a wet darkroom context CUVPHI503A Explore the descriptive and emotive nature of photo lighting CUVPHI504A Investigate and exploit innovative imaging options CUVPHI505A Produce an innovative presentation of professional work CUVPHI515A Prepare digital images for pre-press printing CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation Photoimaging (Contextual competencies) CUVPHI506A Produce commercial photoimages CUVPHI507A Provide domestic portrait services CUVPHI508A Produce media photoimages

Qualification Rules

CUVPHI509A Make wedding photoimaging products

CUVPHI510A Plan, capture and exploit art photoimages

CUVPHI511A Produce technical photoimages

CUVPHI512A Make illustrative images for publication and display

CUVPHI513A Plan, capture and exploit stock photoimages

Creative and Design Process

BSBCRT402A Collaborate in a creative process

BSBCRT403A Explore the history and social impact of creativity

BSBCRT501A Originate and develop concepts

BSBDES501A Implement design solutions

BSBDES502A Establish, negotiate and refine a design brief

Post Production

CUFPOS402A Manage media assets

Project Management

BSBADM407B Administer projects

BSBPMG510A Manage projects

PSPPM402B Manage simple projects

PSPPM405A Administer simple projects

Relationship Management

BSBREL401A Establish networks

Non-Specialist Elective Units**Compliance**

CUFCMP501A Manage and exploit copyright arrangements

BSBCOM501B Identify and interpret compliance requirements

BSBCOM502B Evaluate and review compliance

Digital Content and Imaging

CUFDIG401A Author interactive media

CUFDIG402A Design user interfaces

CUFDIG403A Create user interfaces

CUFDIG502A Design web environments

Diversity and Interpersonal Communication

Qualification Rules

BSBCMM401A Make a presentation

HLTCOM408B Use specific health terminology to communicate effectively

HLTHIR403B Work effectively with culturally diverse clients and co-workers

Financial Management

BSBFIM501A Manage budgets and financial plans

THHGLE16B Manage physical assets

Information and Communications Technology

BSBITA401A Design databases

BSBITU501A Manage business document design and development

ICAS5199A Manage business websites and servers

ICAS5203A Evaluate and select a web hosting service

ICAT4221A Locate equipment, system and software faults

Information Collection Management and Preventative Conservation

CULMS008A Conceive, develop and realise exhibition designs

CULMS009A Implement preventive conservation activities

CULMS010A Contribute to the preservation of cultural material

Knowledge Management

BSBINM501A Manage an information or knowledge management system

CULMS412B Record and maintain collection information

CULMS610B Research, describe and document cultural material

Learning and Development

BSBLED501A Develop a workplace learning environment

Management

BSBMGT502B Manage people performance

BSBMGT515A Manage operational plan

BSBMGT516A Facilitate continuous improvement

Marketing

BSBMKG403A Promote products and services

BSBMKG501B Identify and evaluate marketing opportunities

BSBMKG514A Implement and monitor marketing activities

CUFIND401A Provide services on a freelance basis

Medical and Scientific Photography

Qualification Rules

HLTDA417A Take a clinical photograph

PMLTEST409A Capture and manage scientific images

Occupational Health and Safety

BSBOHS509A Ensure a safe workplace

Risk Management

BSBRISK501A Manage risk

Purchasing and Contracting

TAATAS503B Manage contracted work

Recordkeeping

BSBRKG501A Develop and maintain terminology and classification schemes

Small and Micro Business

BSBSMB401A Establish legal and management requirements of small business

BSBSMB407A Manage a small team

Visual Arts and Contemporary Craft

CUVVSP46B Research and experiment with techniques to produce prints

Visual Merchandising

WRRVM15A Style merchandise for photography

Workplace Effectiveness

BSBWOR401A Establish effective workplace relationships

BSBWOR501A Manage personal work priorities and professional development

BSBWOR502A Ensure team effectiveness

HLTOPD401A Work effectively in the ophthalmic industry

Selecting Electives for Different Outcomes

The context for this qualification varies, and this must guide the selection of elective units. Examples of appropriate elective units for particular outcomes at this level follow.

Art Photographer

Core units plus:

BSBCRT501A Originate and develop concepts

BSBREL401A Establish networks

CUFCMP501A Manage and exploit copyright arrangements

CUFIND401A Provide services on a freelance basis

CUFPOS402A Manage media assets

CULMS008A Conceive, develop and realise exhibition designs

CUVPHI503A Explore the descriptive and emotive nature of photo lighting

CUVPHI504A Investigate and exploit innovative imaging options

CUVPHI505A Produce an innovative presentation of professional work

CUVPHI508A Produce media photoimages

CUVPHI510A Plan, capture and exploit art photoimages

CUVPHI512A Make illustrative images for publication and display

CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation

CUVVSP46B Research and experiment with techniques to produce prints

Commercial Photographer

Core units plus:

BSBCRT501A Originate and develop concepts

BSBMKG514A Implement and monitor marketing activities

BSBREL401A Establish networks

BSBR5K501A Manage risk

CUFCMP501A Manage and exploit copyright arrangements

CUFIND401A Provide services on a freelance basis

CUFPOS402A Manage media assets

CUVPHI503A Explore the descriptive and emotive nature of photo lighting

CUVPHI504A Investigate and exploit innovative imaging options

CUVPHI505A Produce an innovative presentation of professional work

CUVPHI506A Produce commercial photoimages

CUVPHI510A Plan, capture and exploit art photoimages

CUVPHI512A Make illustrative images for publication and display

CUVPHI515A Prepare digital images for pre-press printing

Media Photographer

Core units plus:

BSBCRT501A Originate and develop concepts

BSBMKG514A Implement and monitor marketing activities

BSBREL401A Establish networks

BSBR5K501A Manage risk

CUFCMP501A Manage and exploit copyright arrangements

CUFIND401A Provide services on a freelance basis

CUFPOS402A Manage media assets
CUVPHI503A Explore the descriptive and emotive nature of photo lighting
CUVPHI504A Investigate and exploit innovative imaging options
CUVPHI505A Produce an innovative presentation of professional work
CUVPHI508A Produce media photoimages
CUVPHI512A Make illustrative images for publication and display
CUVPHI513A Plan, capture and exploit stock photoimages
ICAT4221A Locate equipment, system and software faults

Technical Photographer (Medical)

Core units plus:

BSBCOM501B Identify and interpret compliance requirements
BSBREL401A Establish networks
BSBWOR501A Manage personal work priorities and professional development
CUFCMP501A Manage and exploit copyright arrangements
CUFPOS402A Manage media assets
CUVPHI503A Explore the descriptive and emotive nature of photo lighting
CUVPHI504A Investigate and exploit innovative imaging options
CUVPHI505A Produce an innovative presentation of professional work
CUVPHI508A Produce media photoimages
CUVPHI511A Produce technical photoimages
CUVPHI512A Make illustrative images for publication and display
HLTCOM408B Use specific health terminology to communicate effectively
PMLTEST409A Capture and manage scientific images
THHGLE16B Manage physical assets

Technical Photographer (Museum/Library)

Core units plus:

BSBRKG501A Develop and maintain terminology and classification schemes
BSBWOR501A Manage personal work priorities and professional development
CUFCMP501A Manage and exploit copyright arrangements
CUFPOS402A Manage media assets
CULMS010A Contribute to the preservation of cultural material
CULMS412B Record and maintain collection information
CUVPHI503A Explore the descriptive and emotive nature of photo lighting
CUVPHI504A Investigate and exploit innovative imaging options

CUVPHI505A Produce an innovative presentation of professional work

CUVPHI511A Produce technical photoimages

CUVPHI512A Make illustrative images for publication and display

CUVPHI513A Plan, capture and exploit stock photoimages

PSPPM402B Manage simple projects

THHGLE16B Manage physical assets

Sports Photographer

Core units plus:

BSBCRT501A Originate and develop concepts

BSBPMG510A Manage projects

BSBREL401A Establish networks

BSBR501A Manage risk

CUFCMP501A Manage and exploit copyright arrangements

CUFIND401A Provide services on a freelance basis

CUFPOS402A Manage media assets

CUVPHI503A Explore the descriptive and emotive nature of photo lighting

CUVPHI504A Investigate and exploit innovative imaging options

CUVPHI505A Produce an innovative presentation of professional work

CUVPHI508A Produce media photoimages

CUVPHI512A Make illustrative images for publication and display

CUVPHI513A Plan, capture and exploit stock photoimages

ICAT4221A Locate equipment, system and software faults

Wedding Photographer

Core units plus:

BSBCRT501A Originate and develop concepts

BSBITU501A Manage business document design and development

BSBMKG514A Implement and monitor marketing activities

BSBREL401A Establish networks

CUFCMP501A Manage and exploit copyright arrangements

CUFDIG502A Design web environments

CUFIND401A Provide services on a freelance basis

CUFPOS402A Manage media assets

CUVPHI503A Explore the descriptive and emotive nature of photo lighting

CUVPHI504A Investigate and exploit innovative imaging options

CUVPHI505A Produce an innovative presentation of professional work

CUVPHI507A Provide domestic portrait services

CUVPHI509A Make wedding photoimaging products

CUVPHI512A Make illustrative images for publication and display

CUV60103 Advanced Diploma of Arts Management

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Not Applicable

Licensing/Regulatory Information

Not Applicable

Entry Requirements

Not Applicable

Employability Skills Summary

The following table contains a summary of the **Employability Skills** required for a manager of a small gallery. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Communication

- Exchanging information with arts professionals.
- Establishing and maintaining industry networks.
- Interpreting the results of surveys.
- Writing reports on market research findings.
- Negotiating resource requirements for new administration systems/procedures.
- Presenting information to audiences in an engaging way.
- Responding to questions from members of an audience.
- Preparing and presenting proposals for activities/programs to management.

Teamwork

- Sharing information with colleagues.
- Showing sensitivity to cultural and social differences when communicating with others.

- Collaborating with colleagues and others on a range of administrative tasks.
- Leading a work team, including volunteers.

Problem Solving

- Dealing with problems that arise from diversity issues.
- Adjusting work practices to suit particular arts contexts.
- Resolving problems that arise during the movement and storage of exhibition objects.

Initiative and Enterprise

- Using market research to assist with future planning.
- Developing creative activities and programs that contribute to the overall strategic direction of an organisation.
- Identifying alternative approaches to managing workplace issues.
- Promoting innovative approaches and outcomes in the workplace.

Planning and Organising

- Planning, organising and prioritising work tasks and responsibilities.
- Organising work tasks to ensure safety.
- Developing, implementing and managing arts administration systems and procedures.
- Managing meetings.
- Developing plans for and managing major projects, e.g. activities, events or programs.
- Developing and managing budgets.
- Undertaking research to develop concepts and content for exhibitions and other activities.
- Planning for and acquiring resources.
- Facilitating continuous improvement within operations.
- Identifying risk factors and taking action to minimise risk.
- Developing and implementing strategic and operational plans.

Self-management

- Following workplace procedures, particularly in relation to OHS.
- Demonstrating leadership.
- Managing own time effectively.
- Acting within scope of own job role.

Learning

- Providing mentoring/coaching support to team members on OHS and new administration systems/procedures.
- Keeping up to date with industry developments.
- Coaching colleagues in ways of accepting diversity in relation to colleagues and customers.

- Identifying training needs in relation to diversity issues.
- Seeking specialist advice on copyright and legal issues.
- Contributing to people's knowledge and understanding through presenting public activities and programs.

Technology

- Using the internet for research purposes.
- Using a range of AV and electronic data presentation equipment.

Packaging Rules

Core Units

Complete **11 core units**

BSBADM502B Manage meetings

BSBINN502A Build and sustain an innovative work environment

BSBMGT502B Manage people performance

BSBMGT617A Develop and implement a business plan

BSBSMB401A Establish legal and risk management requirements of small business

CUEFIN02B Manage a budget

CUEOHS01B Implement workplace health, safety and security procedures

CUETEM09B Manage diversity

CUVADM12B Work with arts professionals in an arts organisation

CUVCON06B Develop concepts for arts organisations or projects

THHGLE12B Develop and manage marketing strategies

Elective Units

Complete **12 other units**

At least **2 units** must be selected from the following Training Package:

- Business Services, e.g. recordkeeping, specialist administration, governance

At least **3 units** must be selected from the following Training Packages (in addition to the **2 units** from Business Services BSB01):

- Business Services, e.g. recordkeeping, specialist administration, governance
- Museums and Library/Information Services, e.g. exhibitions
- Visual Arts Craft and Design

- Entertainment, e.g. props, sets, scenic art, costume
- Screen and Media, e.g. digital content, set and scenery construction
- Music, e.g. performance

Remaining units may be selected from other areas of the Visual Arts Craft and Design Training Package or any relevant endorsed Training Package at the appropriate level.

The total package of units must meet the requirements of the Australian Qualifications Framework Descriptor for an Advanced Diploma. In all cases selection of electives must be guided by the job outcome sought, local industry requirements and the level of the qualification.

Notes on the Advanced Diploma of Arts Management

This qualification is designed to reflect the role of individuals who analyse, design and execute judgements across a broad range of technical or management function and who have a wide range of specialised technical, creative or conceptual skills. They are also responsible for group outcomes.

This qualification is applicable to a broad range of industry contexts including galleries, museums, theatres and community arts centres. The workplace context must guide the selection of elective units.

Examples of other Training Packages, which may be relevant to this qualification, are as follows:

- Business Services, e.g. computer technology
- Entertainment, e.g. props, sets, scenic art, costume
- Screen and Media, e.g. digital content, set and scenery construction
- Financial Services, e.g. bookkeeping
- Furnishing, e.g. furniture production
- Hospitality, e.g. food and beverage
- Information Technology, e.g. Internet
- Museums and Library/Information Services, e.g. exhibitions
- Music, e.g. performance
- Printing and Graphic Arts, e.g. pre-press
- Retail, e.g. customer service, sales
- Textile, Clothing and Footwear, e.g. clothing production
- Tourism, e.g. guiding

Examples of appropriate units for particular jobs at this level are as follows:

Manager of a Small Gallery

BSBMGT515A	Manage operational plan
BSBMGT516A	Facilitate continuous improvement
BSBREL401A	Establish networks
BSBSMB401A	Establish legal and risk management requirements of small business
CUEFIN01B	Develop a budget

CUFCMP501A Manage and exploit copyright arrangements

CULMS506B Plan and develop activities, events and programs

CULMS605B Develop and implement procedures for the movement/storage of cultural material

CUVADM01B Develop and implement arts administration systems and procedures

CUVADM05B Plan and develop information management systems

SRXHRM001B Manage volunteers

Workshop/Studio Manager

BSBCUS501A Manage quality customer service

BSBINN502A Build and sustain an innovative work environment

BSBMGT515A Manage operational plan

BSBPMG601A Direct the integration of projects

BSBREL401A Establish networks

BSBRISK501A Manage risk

BSBSMB401A Establish legal and risk management requirements of small business

CUEFIN01B Develop a budget

CUVADM05A Plan and develop information management systems

CUV60307 Advanced Diploma of Creative Product Development

Modification History

Not Applicable

Description

Descriptor

This qualification is designed to reflect the role of product designers/developers in the creative arts industries. As such, it reflects the role of individuals who analyse, design and execute judgements using wide-ranging technical, creative, conceptual or managerial competencies. Their knowledge base may be specialised or broad. These individuals are sometimes accountable for group outcomes.

This qualification has application across a range of creative arts industry contexts where the designer is required to:

- conceive and develop ideas, designs and styles (and document these for production)
- determine the objectives/constraints of design briefs by consulting with clients
- formulate design concepts (and prepare/commission diagrams, illustrations, layouts, models, plans, prototypes, samples and sketches to communicate these concepts)
- negotiate design solutions with clients
- undertake product research and analyse aesthetic, commercial, cultural, functional and spatial requirements.

Job Roles

Job roles and titles vary across different industry sectors. Possible job titles relevant to this qualification include:

- Graphic Designer (Exhibition, Film and Video Graphics, Publication)
- Illustrator (Animator, Cartoonist, Technical)
- Multimedia Designer (Digital Media, Interactive Media)
- Visual Arts and Crafts Professional (Ephemeral, Multimedia, New Media).

Qualification Pathways

Pathways Information

Pre-requisite Requirements

There are no pre-requisite requirements for this qualification.

Pathways into the qualification

Candidates may enter the qualification through a number of entry points demonstrating potential to undertake vocational education and training at Advanced Diploma level, including:

- successful achievement of a relevant Diploma qualification in creative arts/product design
- successful achievement of a Diploma qualification in a related creative arts industry discipline, including:

CUF50107 Diploma of Screen and media

CUF50207 Diploma of Interactive Digital Media

CUF50407 Diploma of Specialist Make-up Services

CUF50507 Diploma of Costume for Performance

CUF50607 Diploma of Scenery and Set Construction

CUV50407 Diploma of Photoimaging

- extensive vocational experience in creative arts/product design.
-

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 Summary

CUV60307 Advanced Diploma of Creative Product Development

The following table contains a summary of the Employability Skills required by the creative arts industry for this qualification. The Employability Skills facets described here are broad industry requirements that may vary depending on qualification packaging options.

Employability Skill	Industry requirements for this qualification include:
Communication:	• articulate and debate complex concepts • articulate and debate conceptual or technical ideas • complete copyright documentation and

Employability Skill	Industry requirements for this qualification include:
	other relevant design documentation • consult with others on the testing/refinement of a design solution • deal with questions • explain budgets and reporting requirements • explain the difference between assignment and licensing of copyright • explain the difference between performing, mechanical, synchronisation and communicating rights to the public • interpret a design brief and communicate design ideas • interpret relevant legislation • interpret the needs and rights of relevant parties • interpret and develop a wide range of visual and written information sources • negotiate deals and achieve agreed outcomes • negotiate fees • negotiate, question, listen, investigate, network and clarify issues • read and interpret budgets • read product safety labels and instructions • research and evaluate a wide range of source materials on design • research complex, varied and unfamiliar information sources • research information dealing with complex concepts and theories • work with clients to establish and refine design briefs.
Teamwork:	• articulate the rationale for concepts in ways that promote constructive discussion with others • lead and motivate a team in establishing productive networks, partnerships and other relationships • lead and participate in effective client, principal, stakeholder and project team liaison during design realisation

Employability Skill	Industry requirements for this qualification include:
	• work collaboratively on ideas • work with relevant parties when negotiating deals.
Problem solving:	• deal with complex and non-routine difficulties • develop and implement solutions to unpredictable problems • pro-actively identify and develop effective solutions to complex challenges of a varied and unpredictable nature • respond to unpredictable issues and challenges that arise during the testing process • review feedback and plan improvements • solve problems arising from negotiating deals.
Initiative and enterprise:	• access and interpret an organisations standards and values • analyse complex information • analyse records or notes of the evaluation process • develop and adapt responses to experimentation and testing processes • develop and substantiate own positions/ideas on a complex range of issues • distil and synthesise information from varied sources • establish collaborative partnerships and relationships • evaluate organisational information management systems • generate a range of innovative concepts and ideas • generate and develop concepts and ideas for a design brief (including responses to situations where parameters may be broad/open or restrictive) • generate new or adapted ideas in response to realisation challenges • pro-actively identify market requirements • select relevant evaluation information and

Employability Skill	Industry requirements for this qualification include:
	- documentation - take a visionary approach to developing concepts and ideas - use lateral thinking.
Planning and organising:	- calculate material requirements and cost issues - coordinate and lead potentially complex processes involving a range of interrelated factors and challenges - determine layout issues and deal with scaling - determine the term of a copyright license - develop and establish agreement to plans - develop realistic costings for the realisation of design concepts - guide/coordinate the process of negotiating/finalising a design brief - manage budgets - organise resources and coordinate a testing process (including liaison and consultation with others during the design process) - research and evaluate validation processes (and determine/implement improvements to these processes) - take account of practical issues for concept implementation - undertake the research process.
Self-management:	- develop and substantiate own views and ideas - meet deadlines - take responsibility for driving/guiding the design brief negotiation process.
Learning:	- improving designs through self-reflection and redrafting after feedback - locating and using resources to broaden own creative experience.
Technology:	- prepare drawings for presentation - store and retrieve relevant workplace data - use documentation systems for preparing formal contracts and recording/storing

Employability Skill	Industry requirements for this qualification include:
	copyright agreements • use materials, tools and equipment in the design/manufacture of products • work with financial software.

Due to the high proportion of electives required by this qualification, the industry requirements described above for each Employability Skill are representative of the industry in general and may not reflect specific job roles. Learning and assessment strategies for this qualification should be based on the requirements of the units of competency for this qualification.

Packaging Rules

Qualification Rules	
Total number of units = 16 4 core units plus 6 specialist units , with no more than 3 counting previously towards a related Diploma qualification, <i>plus</i> 6 elective units , with at least 2 selected from the remaining specialist/elective units. The other 4 elective units may be selected from the remaining specialist/elective units or from an Advanced Diploma qualification in any other nationally endorsed Training Package. Electives must be relevant to the work outcome, local industry requirements and the qualification level.	
Core Units	
BSBOHS509A	Ensure a safe workplace
CUFCMP501A	Manage and exploit copyright arrangements
CUVDES601A	Design innovative products
CUVIND501A	Maintain and apply creative arts industry knowledge
Specialist Units	
Creative Process	
BSBCRT501A	Originate and develop concepts
BSBCRT601A	Research and apply concepts and theories of creativity
Design Process	

Qualification Rules	
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
Digital Content and Imaging	
CUFDIG507A	Design digital simulations
Diversity	
BSBDIV701A	Develop cross-cultural communication and negotiation strategies
Drawing	
CUVCOR09B	Select and apply drawing techniques and media to represent and communicate the concept
Innovation	
BSBINN801A	Lead innovative thinking and practice
Visual Communication	
CUVPHI501A	Research role and use of the photoimage in visual communication
CUVPHI505A	Produce an innovative presentation of professional work
Elective Units	
Competitive Manufacturing	
MCMC614A	Develop a communications strategy to support production
MCMS600A	Develop a competitive manufacturing system
MCMT675A	Facilitate the development of a new product
Financial Management	
BSBFIM601A	Manage finances
CUEFIN03B	Obtain sponsorship
CUVADM10B	Research and utilise revenue and funding opportunities
Information Management and Research	
BSBINM601A	Manage knowledge and information
BSBRES801A	Initiate and lead applied research
CUVADM13B	Research and critique cultural work(s)
Management	

Qualification Rules	
BSBMGT608B	Manage innovation and continuous improvement
BSBMGT616A	Develop and implement strategic plans
BSBMGT617A	Develop and implement a business plan
Marketing	
BSBMKG603B	Manage the marketing process
BSBMKG605B	Evaluate international marketing opportunities
BSBMKG607B	Manage market research
BSBMKG609A	Develop a marketing plan
Project Management	
BSBPMG601A	Direct the integration of projects
Purchasing and Contracting	
PSPPROC602B	Direct the management of contracts
Relationship Management	
BSBREL701A	Develop and cultivate collaborative partnerships and relationships
Risk Management	
BSBRISK501A	Manage risk

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:

Digital Media Designer

Core units plus:

BSBCRT501A	Originate and develop concepts
BSBCRT601A	Research and apply concepts and theories of creativity
BSBDES601A	Manage design realisation
BSBDES602A	Research global design trends
BSBDES701A	Research and apply design theory
BSBDIV701A	Develop cross-cultural communication and negotiation strategies
CUFDIG507A	Design digital simulations
CUFANM503A	Design animation and digital visual effects
CUFLGT501A	Conceive and develop lighting designs
CUVPHI501A	Research role and use of the photoimage in visual communication

CUVADM13B Research and critique cultural work(s)

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

Visual Arts and Craft Professional

Core units plus:

BSBCRT501A Originate and develop concepts

BSBCRT601A Research and apply concepts and theories of creativity

BSBDES601A Manage design realisation

BSBDES602A Research global design trends

BSBDES701A Research and apply design theory

BSBDIV701A Develop cross-cultural communication and negotiation strategies

BSBMGT617A Develop and implement a business plan

CUFDIG507A Design digital simulations

CUVADM10B Research and utilise revenue and funding opportunities

CUVADM13B Research and critique cultural work(s)

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

CUVPHI501A Research role and use of the photoimage in visual communication

CUVSS00001 Technical/Scientific Field-Based Photoimaging Skill Set

Modification History

Not Applicable

Description

Not Applicable

Pathways Information

Pathways	Some of these units provide credit towards the following qualifications (and other qualifications that allow for selection of the same units): • CUV40403 Certificate IV in Photoimaging

Licensing/Regulatory Information

Not Applicable

Skill Set Requirements

CUFCMP301A Implement copyright arrangements

CUFDIG303A Produce and prepare photo images

CUVPHI05A Use a 35mm SLR camera or digital equivalent*

CUVPHI06A Plan and carry out image capture in response to a brief

CUVPHI07A Process photoimages to a work print/file stage*

BSBADM407B Administer projects

or

BSBPMG510A Manage projects

or

PSPPM402B Manage simple projects

or

PSPPM405A Administer simple projects

Target Group

This skill set is for technical/scientific field officers who, as part of their day-to-day job duties, use photo imagery to primarily record and document animals, plants, landforms etc. Technical/scientific field officers may also capture a limited number of images for media purposes.

This skill set must complement an appropriate qualification (Certificate IV or above) or relevant vocational experience in a related industry discipline. It is imperative the industry discipline influences and determines the context/constraints of the skill set's application, as well as dictating the necessary OH&S requirements.

Suggested words for Statement of Attainment

Suggested form of words for Statement of Attainment	These units from the Business Services, Screen and Media, Visual Arts Craft and Design and Public Sector Training Packages (BSB07, CUF07, CUV03 and PSP04) meet industry requirements for technical/scientific field officers.

CUVADM01B Develop and implement arts administration systems and procedures

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and implement administration systems specifically within the context of an arts organisation. While skills in the development of administration systems are generic, this unit also has a focus on the contextual knowledge required for arts administrators. This unit would generally be undertaken by senior administrative staff or managers.

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 other general administrative units, and combined assessment and/or training would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 arts administration systems and procedures.**

- 1.1 Identify the need for new or amended systems and procedures, based on monitoring the workplace and consultation with colleagues and customers.
- 1.2 Research information and evaluate options for new system or procedures.
- 1.3 Select, develop or revise systems and procedures in consultation with colleagues, taking account of the needs of the particular arts context.
- 1.4 Correctly identify and/or negotiate resource requirements for new systems/procedures.

2 **Establish arts administration systems and procedures.**

- 2.1 Provide appropriate advance information on new systems or procedures to colleagues.
- 2.2 Introduce systems and procedures to the workplace in a manner that causes minimum disruption to colleagues.
- 2.3 Ensure ***adequate resourcing*** of new systems/procedures in consultation with colleagues.
- 2.4 Provide training and support to colleagues as

ELEMENT

PERFORMANCE CRITERIA

required.

- 3 **Monitor and review arts administration systems and procedures.**

- 3.1 **Monitor** the efficiency and effectiveness of systems and procedures introduced to the workplace.
- 3.2 Seek suggestions for improvements to systems and procedures from colleagues at all levels.
- 3.3 Make adjustments to systems and procedures in accordance with feedback and other review mechanisms.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- planning techniques in relationship development and implementation of administrative systems.

Required knowledge:

- systems and procedure requirements as they apply to a particular arts administration context
- enterprise or organisation for which systems and procedures are required, including policy and goals, budgets, personnel, communication channels
- current technology as it applies to an arts administrative context.

Evidence 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.

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 administrative systems and procedures in the specific context of arts administration
- application of organisational and communication skills to develop and implement new systems within an arts organisation.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of systems and procedures for a specific arts administration context.

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 systems and procedures developed by the candidate
- evaluation of a report prepared by the candidate detailing the processes used in the development and implementation of new systems, including lessons learned
- oral or written questioning to assess knowledge of the issues to be considered when introducing new systems
- 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).

EVIDENCE GUIDE

Assessment of this unit requires access to the materials resources and equipment needed to develop administration systems and procedures in an arts industry context.

Range Statement

RANGE STATEMENT

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

Arts administration ***systems and procedures*** may relate to:

- audience, visitor, patron records
- collection management
- database management
- facilities management
- financial reports
- funding
- information technology
- legal requirements
- marketing
- one-off events
- personnel issues
- public programs
- record keeping requirements
- storage and handling of materials.

Evaluation of systems may include consideration of:

- availability
- cost
- ease of application
- quality and reputation
- reports from other users
- technical and system support availability.

RANGE STATEMENT

Adequate resourcing may relate to:

- appropriate timelines for introduction
- financial resources
- human resources
- specialist expertise.

Monitoring may include:

- cost analyses
- formal testing
- obtaining user feedback.

Unit Sector(s)

Not Applicable

CUVADM02B Plan work space

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to plan the allocation and usage of space consistent with a concept or business plan. This unit is applicable to work in many industries. Significant underpinning knowledge of the particular work context is required. This work would usually be carried out autonomously and may include responsibility for others.

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 with a range of other units and combined assessment and/or training with those units may be appropriate, e.g.:

- event, exhibition management units in other Training Packages
- general management and administration units
- CUVCRS03B Produce computer-aided drawings
- CUVCRS04B Produce technical drawings.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 work space requirements.	1.1 Review and analyse relevant <i>workplace documentation</i> to determine <i>space</i> requirements. 1.2 Consult <i>users of the space and other relevant stakeholders</i> to clarify requirements about usage of the space. 1.3 Analyse potential usage patterns to determine specific requirements and constraints.
2 Allocate work space.	2.1 Assess the physical characteristics of the space in relation to its capacity to meet requirements. 2.2 Assess <i>safety and environmental issues</i> that may impact on the organisation of space. 2.3 Establish criteria for the allocation of space in accordance with <i>organisational/project objectives</i>. 2.4 Consult and reach agreement on criteria for allocation of space with relevant stakeholders. 2.5 Allocate space in accordance with agreed criteria.

ELEMENT**PERFORMANCE CRITERIA**

- 2.6 Identify, negotiate and resolve any conflicting demands for space in accordance with criteria.
- 2.7 Develop plans in an ***appropriate format*** which clearly communicate the allocation of space and identify any ***additional equipment/infrastructure*** requirements.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- planning skills in relation to processes required for planning of work space.

Required knowledge:

- detailed knowledge of the context in which the space is to be used, including user group requirements and commercial considerations
- occupational health and safety requirements as they apply to use of space within the specific industry context, including specific equipment 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.

Critical aspects for assessment and evidence required to demonstrate

The following evidence is critical to the judgement of competence in this unit:

- production of a plan which meets agreed objectives

EVIDENCE GUIDE

competency in this unit

for usage of a specific work space

- integration of relevant safety requirements into the planning of space.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of plans for a specific work space and to meet a specific industry requirement.

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 plans developed by the candidate
- problem solving and case studies to assess ability to adapt planning to meet different industry circumstances
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to a specific work space for which plans can be developed.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential

RANGE STATEMENT

operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documentation may include:

- architectural plans
- artist/installation instructions and requirement
- business plan
- concept sketches
- design concepts
- floor plans.

Work **space** may include:

- exhibition, performance space
- food preparation and outlet space
- office, administration space
- public facilities
- retail space
- storage areas, including collection storage
- studio, workshop.

Users of space and other relevant stakeholders may include:

- artists, exhibitors, performers working or exhibiting in the space
- commercial partners
- staff
- visitors, patrons, customers.

Safety and environmental issues may relate to:

- access limitations
- ergonomics
- hygiene
- numbers of people using the space
- specific equipment requirements
- waste disposal.

Organisational/project objectives which affect criteria for space allocation may relate to:

- access issues
- balancing of competing demands for space
- commercial viability
- requirements of other users.

RANGE STATEMENT

Appropriate format for plans may be:

- annotated floor plans
- computer drawings
- sketches.

Additional equipment/infrastructure may include:

- food servery
- furniture
- hanging, installation equipment
- lights, heating, projection equipment
- storage equipment
- technical equipment, e.g. computers, photocopiers

Unit Sector(s)

Not Applicable

CUVADM05B Plan and develop information management systems

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the skills and knowledge required to develop and implement information management systems within an organisation. This role would generally be undertaken by administrators and managers. The unit is generic in nature and may be applied in a range of industry contexts.

Application of the Unit

Not Applicable

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units This unit has linkages to a range of other general management and administration units, and combined assessment and/or training with those units may be appropriate, e.g.:

- CUVADM01B Develop and implement arts administration systems and procedures.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 management requirements.**

- 1.1 Establish broad ***information management requirements*** based on organisational vision, objectives and current priorities.
- 1.2 Clarify the ***purposes for which information is required*** in consultation with relevant colleagues.
- 1.3 Correctly identify the nature and ***sources of the information*** required to meet the purpose.

2 **Develop an information management plan.**

- 2.1 Identify appropriate ***methods*** of collecting, ***analysing*** and disseminating relevant information consistent with the purpose of the information.
- 2.2 Establish a schedule for the collection, analysis and ***dissemination*** of relevant information.
- 2.3 Plan ***appropriate systems*** for the management of information, including allocation of responsibilities and resources.
- 2.4 Consult with relevant colleagues in relation to information management planning.

3 **Implement**

- 3.1 Provide appropriate advance information on

ELEMENT	PERFORMANCE CRITERIA
information management systems.	new systems to colleagues. 3.2 Introduce information management systems and procedures to the workplace in a manner that causes minimum disruption to colleagues. 3.3 Ensure adequate resourcing of new systems/procedures in consultation with colleagues. 3.4 Provide training and support to colleagues as required.
4 Review and update information management plan.	4.1 Establish methods for periodic review of information management needs. 4.2 Conduct review of information management according to the agreed methods. 4.3 Adjust information management plan and system to respond to changing and emerging information management needs.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- links between information management systems and the overall vision and objectives of the organisation
- information management principles and practices as relevant to the industry context.

Required knowledge:

- information management systems available as relevant to the industry context, including current technology and broad costs
- planning techniques and processes in relation to information management
- copyright, moral rights and intellectual property legislation and regulations in relation to how this impacts on information management.

Required Skills and 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.

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 information management plan which supports the vision, objectives and current direction of an organisation
- knowledge of information management principles, practices and systems as they apply to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of an information management system for a specific industry purpose/context/organisation
- interaction with others to reflect the consultation aspects of this unit
- assessment 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:

- review of an information management plan developed by the candidate
- evaluation of a report prepared by the candidate detailing the ways in which an information management systems was developed and

EVIDENCE GUIDE

implemented

- case studies to assess ability to develop management systems for specific industry contexts
- questions and discussion about the information management plan
- 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 plan and develop the system for information management and includes access to information technology.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 management requirements may relate to any aspect of an organisation's operation and management, e.g.:

- administration
- customer service
- finance
- human resources
- marketing.

The purpose for which information is required may relate to:

- internal or external communication issues
- operational efficiency
- planning, e.g. financial, marketing.

Sources of information may include:

- funding bodies and sponsors
- Internet

RANGE STATEMENT

- media
- potential users
- references and texts
- staff
- visitors and patrons
- volunteers.

Methods of collecting information may include:

- counting systems
- literature searches
- registrations
- surveys and questionnaires.

Analysing data may include:

- patterns of performance, attendance
- qualitative measures, e.g. satisfaction, attitudes, intentions
- trends in sales, attendance, aesthetic preferences.

Dissemination of information may include:

- posters, leaflets, pamphlets, catalogues
- presentations, public speaking, media engagement
- reports, newsletters
- slides, video, CDs.

Appropriate systems for information management may include:

- administrative procedures
- computer data bases
- library
- record keeping systems
- registers
- surveys and questionnaire regimes.

Review methods may include:

- discussion forums with identified stakeholders
- formal feedback by questionnaire/survey
- interviews
- invitations for feedback
- technical reviews.

Unit Sector(s)

Not Applicable

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.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 <i>internal and external information</i> which informs the development of a <i>public relations</i> strategy. 1.2 Review the organisation's core activities, business values and current business direction to identify potential <i>images and messages</i>. 1.3 Identify and consult with <i>key stakeholders</i> in relation to public relations issues.
2 Prepare public relations plan or strategy.	2.1 Identify relevant <i>target groups</i> 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 <i>potential situations</i> and reactions to which the organisation may need to respond. 2.4 Incorporate <i>legal and ethical considerations</i> 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.

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 <i>feedback</i> about public relations <i>activities and strategies</i>. 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

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

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

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.

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

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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 <i>revenue opportunities</i> to determine availability. 1.2 <i>Research</i> potential revenue opportunities in terms of <i>access</i> and constraints.
2 Evaluate potential revenue sources.	2.1 <i>Evaluate</i> 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 <i>avenues</i> to establish suitable relationships which will support the organisation and/or its revenue building activities. 3.3 Maintain and build positive relationships which

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.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

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,

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.

Unit Sector(s)

Not Applicable

CUVADM11B Work within an arts organisation context

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to work within an arts organisation context. As such the unit requires a general knowledge and understanding of the spectrum of arts organisations and the application of that knowledge to specific work practices.

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 underpins work performance across the cultural industries and therefore has linkages to many other units within several cultural industries Training Packages, e.g.:

- Visual Arts Craft and Design
- Entertainment
- Music
- Film, TV, Radio and Multimedia.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 arts industry.**

- 1.1 Identify and access relevant ***sources of information*** on the arts industry.
- 1.2 Evaluate information for relevance to own area of work.
- 1.3 Correctly identify the location of the specific work context within the spectrum of ***arts organisations***.
- 1.4 Use industry ***knowledge*** to enhance the quality of work practice within the arts organisation.

- 2 **Adapt work practices to an arts organisation context.**

- 2.1 Use industry knowledge to determine the ways in which work practices may need to be adjusted in a given context.
- 2.2 Adjust work practices to suit particular arts contexts, taking account of different roles and industry ***structures***.

- 3 **Liaise with other arts organisations.**

- 3.1 Correctly identify individuals and networks used when working in an arts organisation context.
- 3.2 Use industry knowledge to communicate appropriately with other arts organisations and

ELEMENT**PERFORMANCE CRITERIA**

individuals.

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 information on arts organisations.

Required knowledge:

- broad range of arts organisations and the different contexts in which they operate, including interrelationships
- philosophy, approach and style of different types of arts organisations
- style of work practices in different types of arts organisations
- arts industry networks as 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.

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 arts industry as detailed under Underpinning skills and knowledge
- understanding of how industry knowledge can be applied to work activities to maximise effective performance.

EVIDENCE GUIDE

Context of and specific resources for assessment

The assessment context must provide for:

- 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 to different industry contexts and situations
- oral or written questions to assess knowledge of different aspects of the arts industry
- 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 information on a range of arts organisations.

Range Statement

RANGE STATEMENT

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

- discussions with industry colleagues
- electronic media
- industry journals
- Internet
- own experience and observation

RANGE STATEMENT

- seminars/industry functions
- texts and references.

Arts organisations may include:

- artist-run organisations
- collectives, cooperatives
- commercial galleries
- community based, Indigenous organisations
- competitions, awards
- government subsidised organisations
- industry organisations
- museums
- not-for-profit organisations
- peak bodies
- public galleries (national, state, regional)
- theatres.

Ways in which **knowledge** could be used to adjust/enhance work practice may relate to:

- greater efficiencies
- identification of potential partnerships/co-operative approaches
- more appropriate communication with colleagues
- sharing of resources
- tailoring of administrative systems.

Different **structures** for arts organisations may relate to:

- accountability
- decision making
- funding
- legal/governance structures
- orientation
- philosophy
- staffing (volunteers, specialists, multi-skilled)
- timeframes.

Unit Sector(s)

Not Applicable

CUVADM12B Work with arts professionals in an arts organisation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to communicate effectively with a range of arts professionals in the context of an arts organisation. It describes the role of the arts administrator or manager in working with a broad range of arts professionals. As such the unit builds on unit CUVADM11B Work within an arts organisation context. It involves an understanding of the work context of arts professionals and an understanding of the need for information by the arts professionals. This work is carried out under limited 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

Prerequisite units

This unit underpins work performance across the cultural industries and therefore has linkages to many other units within several cultural industries Training Packages, e.g.:

- Visual Arts Craft and Design
- Entertainment
- Music
- Film, TV, Radio and Multimedia.

It is also recommended that this unit be assessed with or after the following unit:

- CUVADM11B Work within an arts organisation context.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 communication requirements.**

- 1.1 Identify those ***arts professionals*** with whom communication is required for a given context.
1.2 Identify relevant ***information*** needs for interaction with arts professionals from perspectives of both parties.

- 2 **Exchange information with arts professionals.**

- 2.1 Organise ***mutually convenient interactions*** with arts professionals.
2.2 Communicate purpose and ***expected outcomes*** of the interaction with the arts professional.
2.3 Present information in formats appropriate to the context and within required timeframes.

ELEMENT**PERFORMANCE CRITERIA**

- 2.4 Seek information from arts professionals to meet identified needs within required timeframes.
- 3 **Establish and maintain professional relationships.**
- 3.1 ***Establish relationships*** within the appropriate cultural context in a manner that promotes goodwill and trust between the organisation and arts professionals.
- 3.2 Build trust and respect in business relationships through use of effective communication skills and techniques.
- 3.3 Identify and take up ***opportunities to maintain regular contact*** with arts professionals.
- 3.4 Pro-actively seek, review and act upon information needed to maintain sound business relationships.
- 3.5 Honour agreements within the scope of individual responsibility.
- 3.6 Nurture relationships through regular contact and use of effective interpersonal and communication styles.

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 the communication required between arts organisations and arts professionals.

Required knowledge:

- different types of arts professionals and their relevance to arts organisations
- work contexts for different types of arts professionals as relevant to a particular arts industry sector

Required Skills and knowledge

- typical communication requirements between arts organisations and arts professionals in a given 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.

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 a communication strategy with a range of arts professionals for a specific purpose which involves both receiving and disseminating information
- effective interpersonal and communication skills.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of an approach to communicating with arts professionals for a specific industry context
- interaction with others to reflect the communication and interpersonal 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:

- oral or written questioning to assess knowledge of a specific arts context
- review of reports prepared by the candidate about communication approach taken for a specific project

EVIDENCE GUIDE

- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to specific information relating to arts organisations, and arts professionals.

Range Statement

RANGE STATEMENT

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

Work contexts of ***arts professionals*** may include:

- collectives/co-operatives
- community based/Indigenous organisations
- galleries, museums
- government departments
- not-for-profit and/or government funded arts organisations
- studio/media based practices
- theatres, performance spaces.

Information needs may relate to:

- competitions
- conceptual vision of the organisation and its impact on services provided
- events, e.g. lectures, talks

RANGE STATEMENT

- funding applications/allocations
- information about audiences
- information about marketing strategies
- information about specific arts professionals, their practices and historical contexts
- information about the context of the arts organisation
- loaning or borrowing of work
- marketing activities
- organisational and administrative practices
- publications
- record and document requirements, e.g. consignment notes, financial statements
- space usage
- techniques, methods and practices
- tendering processes
- timetabling and schedules.

Mutually convenient interaction may include:

- appointment
- formal, informal
- meeting
- museum/gallery/theatre/institutional visits
- rescheduling or moving to a more convenient space
- studio visits
- written, verbal.

Expected outcomes may relate to:

- arrangements for acquisition of work and associated documentation
- contracts
- decision not to proceed
- decision to proceed at a later date
- decision to proceed with that arts professional's work
- financial accountability
- financial arrangements, payments,
- identification of other arts professionals to approach
- identification of other networking opportunity
- invitation to meet again at a future time, when closer match between arts professional and arts

RANGE STATEMENT

- organisation may be possible
 - marketing, promotion and public relations
 - referral of arts professional elsewhere.
- Establishing relationships*** may involve:
- approaching selected arts professionals
 - organising interviews, meetings or other gatherings
 - responding to unsolicited approaches
 - telephone, newsletters publications, Internet, networking events.
- Opportunities to maintain regular contact*** with arts professionals may include:
- attendance at industry events
 - meetings
 - regular face-to-face or other communication
 - seminars.

Unit Sector(s)

Not Applicable

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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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

ELEMENT**PERFORMANCE CRITERIA**

	organisational or publishing requirements.
	3.2 Apply appropriate text specifications to meet different audience and purpose requirements.
	3.3 Apply relevant <i>cultural protocols</i> 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 <i>update and expand knowledge</i> 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).

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

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

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

RANGE STATEMENT

- 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

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

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

CUVCON06B Develop concepts for arts organisations or projects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge to develop concepts for arts organisations or for specific arts projects. It includes the need for concept generation, communication and consultation on the concept, and development of the concept to a pre-operational stage. Concepts may be required for a wide range of purposes including programs, events, exhibitions or administrative structures. This work would usually be carried out autonomously and may include responsibility for others.

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 strong linkages to other general management units that focus on development and planning skills, and combined assessment and/or training with those units is recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 context for the concept.	1.1 Investigate and clarify the overall purpose for the <i>concept</i>. 1.2 Investigate and clarify initial possibilities for realising the concept. 1.3 Refine and clarify the key objectives for the concept in consultation with relevant colleagues and stakeholders.
2 Generate concept.	2.1 Generate a range of different, innovative and creative approaches for the concept. 2.2 Review different approaches for technical feasibility, innovation, creativity and acceptance to client/audience. 2.3 Identify potential <i>constraints</i> and assess their impact on the concept. 2.4 Take account of social, ethical and environmental impacts in generating the concept. 2.5 Select possible approaches that meet the key objectives, and draft <i>proposals</i> in an appropriate format.

ELEMENT**PERFORMANCE CRITERIA**

3 Consult on concept.	3.1 Identify key stakeholders with whom consultations should be held, including the need for expert advice. 3.2 Develop and implement an appropriate consultation strategy. 3.3 Establish commitment and support for the proposed concept.
4 Adjust and refine concept.	4.1 Determine advantages and disadvantages of different approaches based on consultation, creativity and operational feasibility. 4.2 Evaluate concept and select final approach to meet the desired outcome.
5 Develop concept to pre-operational stage.	5.1 Develop specifications or initial plans for the implementation of the concept, including information on resources, technical and other operational requirements. 5.2 Present or communicate specifications or plans to relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- report/proposal writing skills
- networks and stakeholders in the relevant areas of the arts
- communication skills in relation to consulting with others on concepts and ideas
- research and analytical skills.

Required Skills and knowledge

Required knowledge:

- in-depth industry knowledge of the relevant area of the arts
- technical knowledge sufficient to inform realistic concept development to a pre-operational stage
- appropriate ways of documenting different types of arts concepts/proposals.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 a concept for an arts organisation or project which meets overall objectives
- communication skills demonstrated through effective consultation processes.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of a concept for an arts organisation or project to meet a specific industry need
- consultation/interaction with others to reflect the communication aspects of 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 concept proposals and specifications developed by the candidate
- evaluation of reports prepared by the candidate detailing approaches to concept development,

EVIDENCE GUIDE

- challenges faced and how these were addressed
- case studies to assess ability to apply the concept development process to different situations and contexts
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to develop concepts, e.g. relevant documentation.

Range Statement

RANGE STATEMENT

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

Concepts may be developed for a wide range of purposes within an arts context including:

- administration
- creative policy
- exhibitions
- festivals
- funding sources
- management structures
- marketing approaches
- public programs
- the creation of an arts organisation.

RANGE STATEMENT

Concept ***constraints*** may relate to:

- community context
- financial or other resource constraints
- philosophy/vision of the organisation
- profit requirements
- technical feasibility
- timing.

Appropriate formats for ***proposals*** may include:

- briefs
- reports
- submissions for funding
- technical specifications.

Key stakeholders may include:

- boards or committees
- existing staff or management
- financial contributors to the organisation
- government representatives
- nominations or representatives from other organisations
- policy makers
- potential audience groups
- potential exhibitors or user groups
- reference groups.

Consultation strategy may include:

- advertising
- discussions
- distribution of policy documents/reports
- internal communications
- interviewing
- mail outs
- presentations
- press releases
- telephone campaigns.

Unit Sector(s)

Not Applicable

CUVCOR01B Source concept for own work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to source and organise information to assist in the development of the concept for work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This work would usually be carried out 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

Prerequisite units

This unit underpins many specialisation units and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 concept.	1.1 Identify and collect <i>information</i> relevant to ideas for the concept. 1.2 <i>Organise</i> collected information in a way which helps the development of the concept.
2 Review information for application to own work.	2.1 <i>Review information</i> to clarify ideas for the concept. 2.2 Select final option for the concept based on information.

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 source, organise and review information to assist the

Required Skills and knowledge

development of the concept for own work

- numeracy skills sufficient to interpret simple technical data which assists the development of the concept for own work.

Required knowledge:

- general knowledge of a limited range of sources of information to assist the development of the concept for own work
- overview knowledge of the elements and principles of design to assist the development of the concept for own work
- general knowledge about other artists and concept development for their work
- introductory knowledge about theoretical and historical contexts to assist the development of the concept for own work
- awareness of copyright, moral rights and intellectual property issues relevant to development of concept for own 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.

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 a concept for work through the process of collecting, organising and reviewing information.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of a concept for a piece of work.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential

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underpinning knowledge, and might include:

- visual presentation, including diagrams, charts, slides, digital
- written and/or verbal reports
- questioning and discussion about the candidate's intentions and work outcome
- portfolios of evidence
- review of 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to seek, organise and review information.

Range Statement

RANGE STATEMENT

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

- books, magazines, poems
- direct observation of the natural or man-made environment
- family stories
- music and/or film/video
- myths and legends, including religious
- oral history
- photographs and other artworks.

RANGE STATEMENT

Organising information may include:

- file
- scrapbook of images
- written and/or visual diary.

Reviewing information may include consideration of:

- aesthetic appeal
- cultural conventions and/or significance
- personal interest.

Unit Sector(s)

Not Applicable

CUVCOR02B Develop and articulate concept for own work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and articulate the concept for own work. The concept encompasses ideas, form and context for the work. This unit describes the articulation of the creative process and includes the need to review information to inform concept development and have some communication with others about the development process. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This unit both encompasses and goes beyond unit CUVCOR01B Source concept for own work.

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 underpins many specialisation units and combined assessment, and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 concept.

- 1.1 Identify and collect relevant ***information*** from a range of sources.
- 1.2 ***Organise*** collected information in a way which assists in ***concept*** development.
- 1.3 ***Review collected information*** and select possible concepts for work.
- 1.4 Select final concept based on collected information and ideas and intentions for own work.

2 Articulate concept.

- 2.1 Choose a way of presenting the concept, based on nature of work and ***context for communication***.
- 2.2 Provide clear information to others about the concept, including information and ideas used.
- 2.3 Seek feedback on concept and ***review feedback*** for inclusion.

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 source, organise, and review a range of information for the development of the concept for own work.

Required knowledge:

- general knowledge of a range of sources of information to assist in the development of the concept for own work
- general knowledge of suitable communication methods to present the concept for own work
- overview knowledge of the elements and principles of design to assist in the development of the concept for own work
- general knowledge about other artists and concept development for their own work
- introductory knowledge about theoretical and historical contexts to assist in concept development for own work
- awareness of copyright, moral rights and intellectual property issues to assist in the development of the concept for own 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.

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 the concept through the process of collecting, organising and reviewing information to select final option for the concept
- effective communication with others about the development of the concept.

EVIDENCE GUIDE

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development and presentation of a concept for a piece of work
- interaction and involvement with others to reflect the communication aspects of 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 presentation by the candidate
- written and/or verbal reports
- questioning and discussion about the candidate's intention and work outcome
- visual presentation, including diagrams, charts, slides, digital
- review of portfolios of evidence
- review of 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to seek, organise and review information for the development of the concept for own work. It also requires access to appropriate resources suitable to present the concept for own work.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

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

- books, magazines, poems
- direct observation of the natural or built environment
- family stories
- music and/or film/video
- myths and legends (including religious)
- oral history
- photographs and other artworks.

Organising information may include:

- file (may be digital)
- scrap book of images
- written and/or visual diary.

The ***concept*** may include:

- a relationship to a theoretical and historical context
- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural or social issues; spiritual concerns.

Reviewing collected information may involve:

- aesthetic appeal
- cultural conventions and/or significance
- personal interest
- thinking beyond established boundaries.

A ***communication*** method may include:

- oral (which may include song)
- visual and oral
- written
- written and visual.

The ***context for***

- cultural issues surrounding presentation
- how the concept is being presented

RANGE STATEMENT

communication may relate to:

- physical limitations
- the people to whom the concept is being presented
- why the concept is being presented.

Reviewing feedback may involve:

- discussion with others
- making notes.

Unit Sector(s)

Not Applicable

CUVCOR03B Develop, refine and communicate concept for own work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop, refine and communicate the concept for own work. The concept encompasses ideas, form and context for the work. The unit encompasses the development and evaluation of ideas, plus the communication of the development process to others. In practice, this unit is always integrated with the actual production of work, as described in various specialisation units. This unit both encompasses and goes beyond unit CUVCOR02B Develop and articulate concept for own work.

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 underpins many specialisation units and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 concept.

- 1.1 Identify relevant source material for ***concept*** development according to nature and direction of work.
- 1.2 Source and extract key ***information*** to inform concept development.
- 1.3 Where appropriate, ***organise*** collected information in a manner which assists in the development of the concept.
- 1.4 ***Evaluate*** information and ideas to develop possible approaches to work.
- 1.5 Select final option for the concept based on evaluation and refinement of approaches and the desired outcome for the work.

2 Communicate concept.

- 2.1 Identify which ***aspects of the concept and concept development*** should be communicated, based on nature and purpose of work.
- 2.2 Identify those to whom concept for work should be communicated, based on nature and purpose of work.
- 2.3 Assess a range of ***communication methods*** and select most appropriate based on nature and

ELEMENT**PERFORMANCE CRITERIA**

purpose of work.

2.4 Communicate the concept and its development in a manner which facilitates understanding by others.

2.5 Seek ***feedback on concept*** and provide clarification when required.

3 Refine concept.

3.1 Undertake own review of concept and challenge ideas and approaches taken.

3.2 Seek input and comments from others about the concept.

3.3 Re-evaluate options for the concept based on own review and feedback, and refine accordingly.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- literacy skills sufficient enough to source a range of material and to organise and evaluate the information to assist in the development of the concept for own work
- numeracy skills sufficient to interpret technical data to assist in the development of concept for own work.

Required knowledge:

- a range of information sources to assist in the development of the concept for own work
- suitable communication methods to communicate the concept for own work
- the elements and principles of design to assist in the development of the concept for own work
- knowledge about other artists and concept development of their own work
- knowledge about theoretical and historical contexts to assist in the development of the concept for own work

Required Skills and knowledge

- awareness of copyright, moral rights and intellectual property pertaining to sourced, organised and evaluated information for the development of the concept for own 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.

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 refinement of a concept through processes which involve analysis of information and communication with others
- effective communication skills to hold informed discussion about concept development.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development, communication and refinement of a concept for a piece of work
- interaction with and involvement of others to reflect the communication 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 presentation made by the candidate
- questioning and discussion and candidate's intentions and work outcomes
- written and/or verbal reports
- visual presentation which may include diagrams, charts, slides, digital, video

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- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to collect, organise and evaluate information.

Range Statement

RANGE STATEMENT

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

- books, magazines, poems
- direct observation of the natural or built environment
- family stories
- Internet
- music and/or film/video
- myths and legends (including religious)
- new and emerging technology
- oral history
- performances/presentations
- photographs and other artworks.

The ***concept*** may include:

- elements and principles of design

RANGE STATEMENT

- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural or social issues; spiritual concerns.

Organising information may include:

- annotated sketches
- charts, diagrams
- file, including digital
- scrap book of images
- written and/or visual diary.

Evaluation of information may include:

- aesthetic appeal
- consideration of innovation
- cultural conventions and/or significance
- personal interest
- potential of new technology
- thinking beyond the established boundaries.

Aspects of the concept and concept development to be communicated may include:

- constraints/parameters
- consultations with community, Elders, other arts practitioners
- problem solving strategies
- research of history and theory pertaining to specific arts practice
- research of work by other arts practitioners
- the brief
- visual examples of work by other arts practitioners, e.g. a video, slides, photographs, photocopies
- work progress, e.g. visuals, annotated sketches.

The context for **communication** may relate to:

- cultural issues surrounding presentation
- how the concept is being presented
- physical limitations
- the people to whom the concept is being presented
- why the concept is being presented, e.g. in response to a brief.

RANGE STATEMENT

A communication method may be:

- oral (which may include song)
- visual and oral
- written
- written and visual.

Feedback on concept may be:

- discussion
- notes in diary
- oral
- visual annotations and written
- written, including digital.

Unit Sector(s)

Not Applicable

CUVCOR04B Originate concept for own work and conduct critical discourse

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to originate the concept and conduct critical discourse about the concept for own work. The concept encompasses ideas, form and context for the work. The unit includes the need for research and analysis of ideas and references, plus the creation of innovative concepts. It also includes a requirement for critical and informed discourse with others about one's own work. This unit both encompasses and goes beyond unit CUVCOR03B Develop, refine and communicate concept for own work.

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 underpins many specialisation units and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 concept ideas.

- 1.1 Identify and ***source*** references which may inform concept development.
- 1.2 Critically analyse sources and references in the context of current work.
- 1.3 Collect, collate and analyse references to inform ***concept*** development.

2 Generate concept.

- 2.1 Develop a range of different, innovative and creative approaches for the concept based on the nature of own artistic practice.
- 2.2 Reflect on and integrate ideas generated from research.
- 2.3 Consider possible ***constraints*** for the concept, based on nature and purpose of work.
- 2.4 Continuously reflect on and appraise ideas for the concept.
- 2.5 Synthesise and refine concept based on research, reflection and relevant constraints.

3 Conduct critical discourse.

- 3.1 Identify ***relevant individuals*** to participate in critical ***discourse*** about work concepts.

ELEMENT**PERFORMANCE CRITERIA**

	3.2 Identify potential ways in which discourse may be undertaken, and select the most appropriate. 3.3 Provide key information on work concepts and concept development including influences, evaluation of options and problem-solving strategies. 3.4 Use effective communication techniques to generate discussion, debate and critical analysis of the concept.
4 Adjust and refine concept.	4.1 Undertake own analysis of concept and challenge ideas and approaches taken. 4.2 Seek input and comments from others about the concept. 4.3 Re-evaluate and refine options for the concept based on own analysis and critical discourse with others.

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 research and evaluate a wide range of source materials for the development of the concept for own work
- literacy skills sufficient to conduct a critical discourse about the concept for own work.

Required knowledge:

- a wide range of sources of information pertaining to the development of the concept
- in-depth appropriate communication methods to encourage critical discourse about the concept for own work
- the theoretical and philosophical context for concept development

Required Skills and knowledge

- other artists/designers/curators/arts administrators and their development of concepts for their own work
- thorough knowledge of the elements and principles of design and how they may be used in the development of the concept for own work
- copyright, moral rights and intellectual property issues and legislation which assist the development and critical discourse of the concept for own 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.

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 the concept through a process of selecting and critically analysing source material, then synthesising and refining the concept for own work
- effective participation in a critical discourse about the concept for own work which shows a command of relevant references, terminologies and ideas.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through research and concept generation through multiple pieces of work
- interaction with others in a critical discourse about the concept for own work.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- participation in a critical discourse on the

EVIDENCE GUIDE

- candidate's work concepts
- discussion and questioning about research and development processes
- written and/or verbal reports
- visual presentation, including diagrams, charts, slides, using digital technology
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to source, organise and analyse information.

Range Statement

RANGE STATEMENT

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

- company reports
- direct observation from the natural or built environment
- music and/or film/video
- myths and legends
- oral history
- photographs and other artworks
- promotional material

RANGE STATEMENT

- range of texts/text types
- technical reports/data.

Critically analysing sources and references in the context of current work may involve:

- considering how ideas may be adapted
- considering how ideas may be challenged within work
- drawing links between references and own work
- making judgements about relevance of information and ideas.

The ***concept*** may include:

- the relationship of the work to a theoretical and historical/contemporary context
- the relationship of the work to new and emerging technology and its current and potential application
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural or social issues; spiritual concerns.

Constraints for the concept may include:

- audience
- availability of materials, tools and equipment
- budgeting
- presentation venue/context
- sponsorship
- timeframe.

Relevant individuals may include:

- art critics and writers
- mentor
- other artists
- peer group
- supervisor.

Discourse may involve:

- electronic - video conference, Internet
- forum
- use of diagrams, charts
- visual and oral presentation
- written and visual presentation.

RANGE STATEMENT

Influences on the ***development*** of the concept may include:

- discussion and debate about the concept with peers/supervisor
- the conceptual development of work by other artists/designers/curators/arts administrators
- theoretical and philosophical considerations.

Problem solving strategies may include:

- further evaluation of concept against personal affinity with the idea, social conventions and or significance and aesthetic considerations
- further reflection on concept
- innovation, thinking beyond established boundaries or conventions.

Unit Sector(s)

Not Applicable

CUVCOR07B Use drawing techniques to represent the object or idea

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to visually represent objects or ideas. At this level, drawing techniques would be basic. This is a core unit which complements all specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

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 all the specialisation units in the Visual Arts Craft and Design Training Package and to units from other Training Packages.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 drawing.	1.1 Correctly identify tools and materials required for basic drawing <i>techniques</i> . 1.2 Select appropriate <i>tools and materials</i> for basic drawing techniques.
2 Use basic drawing techniques.	2.1 Apply a limited range of techniques to represent the <i>object or idea</i> . 2.2 Handle tools and materials <i>safely</i> .

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 product labels and instructions
- numeracy skills sufficient to deal with basic scaling and layout issues.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge:

- general knowledge of the physical properties and capabilities of the most commonly used materials and tools for drawing
- general knowledge of different approaches to drawing and the work of other practitioners in relation to using drawing to represent an object or idea
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- overview knowledge of the elements and principles of design
- environmental and occupational health and safety issues associated with the tools and materials used in drawing 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.

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:

- production of more than one drawing which represents the object or idea and which shows command of the basic technique/s used.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the production of drawings.

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 work in progress
- questioning and discussion of the candidate's

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- intentions and work
- verbal or written reports
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to apply basic drawing 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.

The ***object or idea*** may include a:

- ceramic piece
- design solution
- developing concept
- fibre/textile work
- movement sequence/s
- mural
- piece of jewellery or other wearable object
- prop/set/costume
- room layout
- sculpture
- stage setup
- story or narrative

RANGE STATEMENT

- technical solution.

Techniques may include:

- application of pigment
- linear marks of differing character
- linear marks to produce illusion of form in space
- simple linear perspective
- tonal ranges to produce illusion of form in space.

Materials and tools may include:

- a range of graphite pencils
- a range of papers
- board
- charcoal
- colour pencils
- drafting equipment
- measuring tools
- natural ochres
- pastels and chalks
- pigments
- rags
- sticks
- wood/bark.

Safely means:

- in accordance with relevant occupational health and safety practices and legislation.

Unit Sector(s)

Not Applicable

CUVCOR08B Produce drawings to represent and communicate the concept

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce drawings which represent and communicate the concept. This is a core unit which complements all the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07B Use drawing techniques to represent the object or idea in terms of the complexity of techniques and representation. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

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 all specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 use a range of drawing techniques.**

- 1.1 Identify suitable techniques to represent the ***concept***.
1.2 Select tools and ***materials*** required for the identified ***techniques***.
1.3 Consider ***presentation context*** for the drawings in selecting techniques, tools and materials.

- 2 **Produce drawings.**

- 2.1 Apply a range of techniques to explore ways of representing the concept.
2.2 Assess techniques and select those which best suit representation of the concept.
2.3 Draw the concept using selected techniques.

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 product labels and instructions
- numeracy skills sufficient to deal with basic scaling and layout issues.

Required knowledge:

- general knowledge of the physical properties and capabilities of a range of commonly used drawing tools and materials
- general knowledge of different approaches to drawing and how other practitioners use drawing to represent the concept
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- overview knowledge of the elements and principles of design
- environmental and occupational health and safety issues associated with the tools and materials used for drawing.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of more than one drawing which demonstrate a command of the techniques and are appropriate for the presentation context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using a range of tools and materials to produce drawings which

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represent and communicate the concept.

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 work in progress
- evaluation of drawings
- questioning and discussion of candidate's intentions and work
- verbal or written reports
- 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 apply a number of drawing 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.

The ***concept*** may relate to an object or idea and may include:

- crafted objects
- design concepts
- digital work
- installations
- movement sequence
- paintings or prints
- performance
- sculptures
- story, narrative

RANGE STATEMENT

- technical solutions for a design or work.

Techniques may include:

- digital drawing techniques
- integration of text and drawing
- linear marks of differing intensity and character
- linear marks to produce illusion of form in space
- linear perspective
- scaling techniques
- tonal range to produce illusion of form in space
- use of positive/negative space.

Materials may include:

- a range of graphite pencils
- a range of papers
- bark/wood
- boards
- charcoal
- colour pencils
- crayons
- inks
- natural ochres
- pastels and chalks
- pigments
- solvents
- watercolour.

The **presentation context** may include:

- design proposal
- proposal for product or work development
- proposals in response to a brief
- visualisation of a concept.

Equipment may include:

- blades
- brushes
- digital technology
- drawing and design applications
- measuring tools
- printer
- rags

RANGE STATEMENT

- scanner
- sponges
- sticks.

Unit Sector(s)

Not Applicable

CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop drawings which represent and communicate the concept. This is a core unit which complements all the specialisation units. It is different from the drawing specialisation units which focus on drawing as an art form. This unit goes beyond the scope of CUVCOR07B Use drawing techniques to represent the object or idea and CUVCOR08B Produce drawings to represent and communicate the concept in terms of the complexity of skill requirement, use of techniques and sophistication of representation. This work would usually be carried out under supervision.

This is a core unit which underpins many other specialisation units.

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 all the specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Prerequisite units

This unit has linkages to all the specialisation units in the Visual Arts Craft and Design Training Package, and to units from other Training Packages.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 suitable drawing techniques for representing the concept.**

1.1 Identify appropriate ***sources of information*** relating to a range of ***techniques*** and ***materials*** and their application to the communication of a ***concept***.

1.2 Systematically gather and organise the information.

1.3 Evaluate information in terms of the application of techniques and materials to the concept.

1.4 Select a range of possible techniques taking into account communication of the concept and the ***presentation context***.

2 **Determine**

2.1 Identify purpose, scope and presentation context

ELEMENT	PERFORMANCE CRITERIA
purpose for drawings.	of <i>drawing</i> requirements. 2.2 Identify any technical requirements or specifications. 2.3 Select a range of possible techniques taking into account communication of the concept and the presentation context.
3 Explore drawing techniques and produce drawings.	3.1 Select appropriate materials and tools for drawing. 3.2 Draw the concept using the range of selected techniques. 3.3 Evaluate suitability of each technique in terms of its success in communicating the concept within the presentation context. 3.4 Select the drawing/s which best communicate/s the concept within the presentation context. 3.5 Prepare drawing/s for the identified presentation context.

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 product safety labels and instructions and to prepare drawings for presentation
- numeracy skills sufficient to determine layout issues and to deal with scaling.

Required knowledge:

- physical properties and capabilities of a wide range of materials and tools used in drawing
- general knowledge of the elements and principles of design and their specific application to drawing
- general knowledge of different approaches to drawing and how other practitioners

REQUIRED SKILLS AND KNOWLEDGE

- use drawing to represent the concept
- awareness of copyright, moral rights and intellectual property issues and legislation in relation to drawing
- environmental and occupational health and safety issues associated with the tools and materials used for drawing.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of a series of drawings which demonstrate a command of the selected techniques and which successfully communicate the concept.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using selected tools and materials to produce and present drawings which represent and communicate the concept.

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 production of drawings
- evaluation of drawings
- questioning and discussion about candidate's intentions and the work outcome
- verbal or written reports
- review of portfolios of evidence
- third party workplace reports of performances by

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the candidate.

Assessment of this unit requires access to the materials, resources and equipment needed to apply drawing techniques to represent and communicate the concept.

Range Statement

RANGE STATEMENT

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

- crafted objects
- design concepts
- digital work
- installations
- movement sequence
- paintings or prints
- performance
- sculptures
- story, narrative
- technical solutions for a work or design.

Sources of information may be:

- catalogues
- colour charts and boards
- nature
- stories or narratives
- technical texts
- the work of other artists and designers.

Techniques may include:

- digital drawing techniques

RANGE STATEMENT

- integration of text and drawing
- linear marks of differing intensity and character
- linear marks to produce illusion of form in space
- linear perspective
- positive/negative space
- scaling techniques
- tonal range to produce illusion of form in space
- washes.

Materials may include:

- a range of graphite pencils
- a range of papers
- bark/wood
- boards
- charcoal
- colour pencils
- crayons
- inks
- natural ochres
- pastels and chalks
- pigments
- solvents
- watercolour.

The **presentation context** may include:

- exhibition proposals
- grant applications
- projections
- proposals for product development
- proposals in response to a brief
- publications
- visualisation of a object, product or idea.

Preparing **drawings** for presentation may involve:

- adding captions, text to drawings
- cleaning drawings
- mounting drawings
- preparing drawings for printing/reproducing
- scanning drawings and preparing them for electronic storage or transmissions.

RANGE STATEMENT

The purpose and scope of the *drawings*:

- relate to their presentation context.

Equipment may include:

- air brush
- blades
- brushes
- computer
- digital camera
- drawing and design applications
- printer
- rags
- scanner
- sponges
- sticks.

Unit Sector(s)

Not Applicable

CUVCOR11B Source information on history and theory and apply to own area of work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to source information on history and theory and to apply that information to one's own area of work. This unit is introductory in nature and provides underpinning skills and knowledge for all areas of arts practice.

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 underpins many specialisation units, and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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.	1.1 Identify and access relevant <i>sources of information</i> on history and theory in a culturally appropriate way. 1.2 Gather and organise information systematically.
2 Apply information to own area of work.	2.1 Review information as it relates to <i>artistic practice</i> in general and to a particular area of work. 2.2 Select <i>information</i> which is relevant to own area of work. 2.3 Use relevant information in a culturally appropriate way to develop an <i>understanding</i> of own area of work.

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 source, understand and apply information on history and

Required Skills and knowledge

theory.

Required knowledge:

- general knowledge about sources of information on history and theory for arts practice and own area of arts practice
- general knowledge about how to organise information relating to history and theory and how to apply this information to own area of work
- awareness of copyright, moral rights and intellectual property issues and legislation as it relates to using information in own 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.

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 selected information about history and theory to the development of understanding of own area of work
- overview knowledge of aspects of art history/theory as they apply to a particular area of work.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to source information and apply to a particular work context.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

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- case studies to assess ability to apply information to different work contexts
- questioning and discussion of the candidate's intention and work outcome
- written or verbal reports on the application of selected information on history and theory to own area of work
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to history and theory information 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.

Sources of information may include:

- cultural, historical, scientific texts
- film, video, web
- images, objects
- journal articles
- oral histories
- performances
- performances/presentations
- religious and spiritual texts

RANGE STATEMENT

- stories
- technical or medium specific information.

Information may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, craft and design
- histories of performance/presentations and related skills
- land and place
- new technologies
- politics
- spiritual concerns
- world histories.

Information may be:

- oral
- performance-based
- stories
- written.

Gathering and collating involves systematically **organising information** by means of:

- diagrams, charts
- files, scrapbooks, diaries
- mind maps
- sketches.

Artistic practice may involve one, or more than one, area of the arts including:

- arts administration
- dance
- design
- multi-media
- music
- photoimaging
- visual arts and contemporary craft
- writing.

Understanding of own work may be enhanced by review

- current trends
- historical developments in a particular area

RANGE STATEMENT

of information on:

- the work of artists generally
- the work of others in a particular field.

Unit Sector(s)

Not Applicable

CUVCOR12B Review history and theory for application to artistic practice

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to source and review information on history and theory for application to own work. The unit goes beyond the general understanding of an area of work (covered in unit CUVCOR11B Source information on history and theory and apply to own area of work) to encompass the notion of linking knowledge to one's own practice. The unit provides underpinning skills and knowledge for all areas of arts practice.

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 underpins many specialisation units, and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 history and theory.	1.1 Identify and access appropriate <i>sources</i> of information on history and theory. 1.2 <i>Gather</i> and organise information systematically.
2 Review information on history and theory.	2.1 Select <i>information</i> relevant to particular areas of interest. 2.2 Extract <i>key ideas and concepts</i> for possible relevance to own work. 2.3 <i>Evaluate</i> key ideas and concepts for potential relevance to own work.
3 Apply information to own work.	3.1 Formulate own <i>ideas on the specific ways</i> in which information may be used within work. 3.2 Integrate ideas into the development of own work.

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 source, organise, evaluate information on history and theory for integration into own arts practice.

Required knowledge:

- general knowledge about sources of information about history and theory relevant to own arts practice
- theoretical and historical contexts relevant to own arts practice, including work of other artists
- knowledge about information organisation practices to assist in arts practice
- awareness of copyright and intellectual property issues and legislation in relation to the use of information and ideas in own work
- ways in which history and theory may be used in the development of own arts 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.

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:

- demonstration of effective use of information within own arts practice
- general knowledge of history and theory and the ways in which it may be used within own work.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate

EVIDENCE GUIDE

to review and apply information to the development of work.

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 ability to review information for application to different work contexts
- questioning and discussing candidate's intentions and the work outcome
- written or verbal reports
- written and visual documentation
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to identify, select, gather and evaluate information. It also requires resources to assist the integration of the selected information into the development of the 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.

RANGE STATEMENT

Arts practice may involve one, or more than one, area of the arts including:

- arts administration
- dance
- design
- multi-media
- music
- photoimaging
- visual arts and contemporary craft
- writing.

Sources may include:

- cultural, historical, scientific texts
- film, video, web
- images, objects
- journal articles
- oral histories
- performances, presentations, dance
- religious and spiritual texts
- stories
- technical or medium specific information.

Information may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, craft and design
- histories of performance
- land and place
- new technologies
- politics
- presentations and related skills
- signs and symbols
- spiritual concerns
- world histories.

Gathering and collating information involves accessing information in a culturally appropriate way and systematically organising

- charts
- data base
- diagrams
- files, notebooks, diaries
- indices

RANGE STATEMENT

information by means of:

- mind maps
- sketches.

Key ideas and concepts may involve consideration of:

- cultural traditions
- elements and principles of design pertaining to own area of arts practice
- technical characteristics/qualities of specific work by others in own area of arts practice
- the relationship of the work to a theoretical and historical context in own area of arts practice
- the subject matter or theme relevant to work in own area of arts practice and this may involve the following; the body, identity land and place, political, cultural, social issues, spiritual concerns.

Evaluating may involve:

- comparing
- considering constraints/parameters of key ideas and concepts
- considering merit
- contrasting
- discussion and debate
- reflecting.

Ideas on specific ways in which information may be used may relate to:

- current trends in practice
- deliberate contrast to current trends
- shared philosophies with other artists
- the use of contrasting techniques
- the use or adaptation of particular techniques.

Unit Sector(s)

Not Applicable

CUVCOR13B Research and critically analyse history and theory to inform artistic practice

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and analyse history and theory for application to artistic practice. The unit includes the need for critical analysis of information, and the challenging of different points of view to inform personal work. As such the unit goes beyond the skills and knowledge included in CUVCOR11B Source information on history and theory and apply to own area of work and CUVCOR12B Review history and theory for application to artistic practice.

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 underpins many specialisation units, and combined assessment and/or training with those units is highly recommended.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 theory.

- 1.1 Identify relevant sources of ***information*** on history and theory.
- 1.2 Identify and ***explore potential*** new and alternative ***sources*** which are relevant to own ***practice***.
- 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 artistic practice.

- 2.1 Critically ***evaluate*** information in the context of own artistic practice and the work of others.
- 2.2 Assess ways in which different aspects of history and theory may be used, adapted or challenged within artistic practice.
- 2.3 Develop positions in relation to history and theory to inform current practice.

3 Update and maintain knowledge of trends within own

- 3.1 Identify and use opportunities to ***update and expand knowledge*** of history and theory.
- 3.2 Incorporate and integrate knowledge into

ELEMENT	PERFORMANCE CRITERIA
area of artistic practice.	artistic practice.

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 critically evaluate complex and varied information on history and theory in the context of own arts practice and the work of others
- research skills sufficient to analyse and interpret complex and varied references for application to work practices.

Required knowledge:

- a broad range of sources of information about history and theory relating to own arts practice and the work of others
- knowledge about information organisation practices and how these can be applied to own arts practice and the practices of others
- copyright, moral rights and intellectual property issues and legislation and how these relate to the use of information in own arts 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.

Critical aspects for assessment and evidence required to demonstrate

The following evidence is critical to the judgement of competence in this unit:

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competency in this unit

- application of research and analytical skills to inform specific work practice
- sound knowledge of history and theory references and their application to the relevant area of work.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to apply research and analytical skills to history and theory for use in own arts practice.

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 have been incorporated into work
- case studies to assess ability to research and use different types of information
- questioning and discussion about candidate's intentions and the work outcome
- written or verbal reports
- visual or written documentation
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment need to source, organise and evaluate information. It also requires access to resources, including equipment, which are required for knowledge to be incorporated and integrated into own arts 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.

Arts ***practice*** may involve one, or more than one, area of the arts including:

- arts administration
- dance
- design
- multi-media
- music
- photoimaging
- visual arts and contemporary craft
- writing.

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.

Information may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, craft and design

RANGE STATEMENT

- land and place
- linguistics
- myth and legends
- new technologies
- philosophy
- politics
- signs and symbols
- spiritual concerns
- technical aspects of performances, presentations
- world histories.

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
- 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

RANGE STATEMENT

- considering merit
- contrasting
- critiquing
- discussion and debate
- reflecting.

Developing positions in relation to history and theory involves examination from a range of viewpoints within:

- culture
- ecology
- gender
- philosophy
- politics
- spirituality.

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

CUVCRS01B Plan work for a nominated site

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and understand a nominated site in order to plan work for that site. Within this unit the candidate would not be involved in the selection of the site which has been nominated by others. This is a support unit for specialisations. The skills and knowledge are not restricted to a specialisation but apply across all specialisations depending on the work context. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the relevant specialisation units plus:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS03B Produce computer- aided drawings.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 information about the nominated site.	1.1 Identify relevant <i>sources of information</i> about the nominated <i>site</i> . 1.2 Identify the <i>types of information</i> required about the nominated site. 1.3 Collect information about the nominated site.
2 Analyse information about the nominated site.	2.1 Identify site characteristics that will affect the planning of work. 2.2 Accurately and comprehensively <i>document</i> the relevant site <i>characteristics</i> .
3 Develop and select options for work for the	3.1 Consider the impact of site characteristics on work options.

ELEMENT	PERFORMANCE CRITERIA
nominated site.	3.2 Outline work options which respond to site characteristics. 3.3 Select work which best responds to site characteristics and the conceptual vision.
4 Plan work for the nominated site.	4.1 Confirm site and the selected option for the site. 4.2 Develop procedures and work plans for the production of the work. 4.3 Document procedures using appropriate format.

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 source, interpret and document information on the nominated site
- numeracy skills sufficient to calculate general specifications for the site.

Required knowledge:

- types of site information needed for planning of work and potential sources
- options for documenting planning processes and work procedures
- workflow planning techniques in relation to production of work for a site
- awareness of copyright, moral rights and intellectual property issues.

Evidence 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.

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:

- the selection of an option which is responsive to the characteristics of the nominated site and to the conceptual vision for that work
- the development of a work plan for the production of the work.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the planning of work for a specific site.

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 work plans or research completed by the candidate
- questioning and discussion of the candidate's intentions and work outcome
- verbal presentation of research, options and planning
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

This unit requires access to resources, materials and equipment to support the candidate in researching a nominated site and developing a plan for work for that site. Although ideally candidates should be able to visit

EVIDENCE GUIDE

the nominated site as part of this unit, it is also possible for sufficient information to be provided about the site so that a site visit is not essential.

Range Statement

RANGE STATEMENT

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

- discussions or interviews with artists, designers, or craftspeople
- Internet
- libraries, museums and galleries
- media
- personal observations and experience
- reference books.

The following may be involved in the selection of the ***site***:

- architecture/landscape architecture/urban planning company
- artist-run studio
- government agency/funding organisation
- local arts community
- local council.

Types of information may include:

- physical characteristics of the site (dimensions, flora, fauna, land forms, pathways, roads, buildings, overhead wires, industries, waterways, coastal conditions)
- planning regulations
- reports, e.g. government, weather, council, geology
- social, economic and historical characteristics (industrial area, sacred space, heritage values, economic conditions, community meeting place,

RANGE STATEMENT

urban renewal).

- Forms of **documentation** may include:
- diagrams
 - drawings
 - images and text (video, digital)
 - photographs, slides
 - specifications
 - text notes, e.g. diary entries.

- Relevant **characteristics** may include:
- environmental considerations
 - heritage values
 - physical constraints, e.g. cliffs, access, changing contours of the landscape, weather conditions
 - political and economic influences
 - sacred/religious significance.

- Criteria for selecting **work options** may include:
- consistency with conceptual vision
 - copyright and intellectual property issues
 - financial considerations
 - heritage/cultural/religious values
 - practical and environmental considerations for equipment, materials and access
 - requirements to seek development approval.

- Conceptual vision** includes:
- ideas about work that addresses and responds to the values of a site.

Unit Sector(s)

Not Applicable

CUVCRS02B Select sites and plan work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research potential sites and to plan work for a particular site where the candidate may select or be involved in the selection of a site. This is a support unit for specialisations. The skills and knowledge are not restricted to a specialisation but apply across all specialisations depending on the work context. This work would usually be carried out autonomously although guidance would be available if required. This unit goes beyond and encompasses unit CUVCRS01B Plan work for a nominated site.

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

It is highly recommended that this unit be assessed in conjunction with relevant specialisation units plus:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept.

Depending on the context, combined assessment and/or training with a range of other units would also be

appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS04B Produce technical drawings.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 potential sites.

- 1.1 Determine potential sites based on the ***conceptual vision***.
- 1.2 Correctly identify relevant ***sources of information*** for potential sites.
- 1.3 Collect and organise relevant ***information*** about potential sites.

2 Select a site.

- 2.1 Determine ***criteria for the selection of the site*** based on the conceptual vision and the parameters of the ***site***.
- 2.2 Analyse and evaluate research findings on the potential site, based on the criteria.
- 2.3 Apply criteria to select the most appropriate

ELEMENT**PERFORMANCE CRITERIA**

site.

3 Develop and select options for work for the selected site.

- 3.1 Consider the impact of site **characteristics** on work options.
- 3.2 Outline work options which respond to site characteristics.
- 3.3 Select work which best responds to site characteristics and the conceptual vision.

4 Plan work for the selected site.

- 4.1 Confirm site and selected **work option** with relevant colleagues.
- 4.2 Develop procedures and work plans for the production of work.
- 4.3 **Document** procedures using appropriate format.

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 sufficient to assess factors impacting on site selection and work planning
- literacy skills sufficient to source, interpret and document site information for the selected site
- numeracy skills sufficient to calculate specifications for the selected site.

Required knowledge:

- potential sites for different types of work (relevant to area of specialisation)
- issues to be considered when selecting sites, including approval processes required
- types of site information needed for planning of work and potential sources
- options for documenting planning processes and work procedures
- workflow planning techniques in relation to production of work for a site

Required Skills and knowledge

- awareness of copyright, moral rights and intellectual property issues.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- the selection of a site which is responsive to the conceptual vision
- the application of criteria which appropriately addresses and responds to the parameters for site selection
- the development of the plan for the production of work.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through site selection and planning of work for a specific project.

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 prepared by the candidate detailing site selection and work planning processes
- case studies to assess ability to select sites for different work concepts/projects
- verbal presentation of research options and planning
- questioning and discussion about candidate's

EVIDENCE GUIDE

intentions

- review of portfolios of evidence
- 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 e.g. speakers of other languages than English, remote communities and those with interrupted schooling).

This unit requires access to the materials, resources and equipment needed to support the candidate in researching sites and to develop a plan for work at the selected site. Candidates must visit the site as part of this 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.

Conceptual vision includes:

- ideas about work that address and respond to the values of a site.

The ***conceptual vision*** may be determined by:

- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the work, e.g. land and place; political, social, cultural issues; spiritual concerns.

Sources of information may

- discussions or interviews with artists, craftspeople

RANGE STATEMENT

include:

or designers

- discussions or interviews with others who are familiar with the potential sites
- Internet
- libraries, galleries and museums
- local council/consent authority
- media
- personal observations and experience
- reference books.

Types of **information** may include:

- physical characteristics of the site (dimensions, flora, fauna, landforms, pathways, roads, buildings, overhead wires, industries, waterways, coastal conditions)
- reports, e.g. government, council, weather, geology
- requirements relating to development plans
- social, economic, historical and cultural characteristics (industrial area, sacred space, heritage values, community meeting place, urban renewal)
- technical and/or scientific reports.

Criteria for the selection of a site may include:

- access (public and/or materials and equipment)
- copyright and intellectual property issues
- development consent requirements
- environmental issues associated with site specific characteristics
- organisational and legislative occupational health and safety procedures in relation to the specific characteristics of a site
- physical characteristics
- social, economic, cultural or historical values.

The following may also be involved in the selection of the **site**:

- architecture/landscape architecture/urban planning company
- artist-run studio
- government agency/funding organisation
- local arts community
- local council.

RANGE STATEMENT

Relevant **characteristics** of the site may include:

- environmental considerations
- heritage
- physical constraints, e.g. cliffs, access, changing contours of the landscape, weather conditions
- political and economic influences
- sacred/religious/cultural significance.

Criteria for selecting **work options** may include:

- consistency with the conceptual vision
- financial considerations
- heritage/cultural/religious values
- occupational health and safety procedures in relation to specific work options for the selected site
- practical considerations for equipment and materials and access
- work option approval requirements.

Forms of **documentation** may include:

- diagrams
- drawings
- images e.g. video, digital
- photographs, slides
- specifications
- text notes, e.g. diary entries.

Unit Sector(s)

Not Applicable

CUVCRS03B Produce computer-aided drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use a range of CADD program functions and features to produce drawings. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors. The focus of this unit is on the technical skills required to operate CADD, and design skills are found in other units within the Visual Arts Craft and Design Training Package.

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 wide range of other units in various Training Packages and combined assessment and/or training with those units would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 drawing requirements.	1.1 Review relevant documentation/concept <i>information</i> to determine requirements and processes based on project objectives and parameters. 1.2 Liaise with relevant colleagues to confirm and clarify requirements.
2 Select and set up CADD package.	2.1 Correctly identify required hardware, software, tools and equipment for the specific project. 2.2 Correctly set up hardware and software in accordance with operating instructions and organisational procedures. 2.3 Identify and retrieve digitised information relevant to the project.
3 Gather object parameters and/or measurements.	3.1 Accurately establish and record critical dimensions and data for the required <i>design</i> . 3.2 Correctly identify the requirements in relation to accuracy, tolerances and other critical information.

ELEMENT	PERFORMANCE CRITERIA
4 Prepare plots or drawings.	4.1 Correctly access and use <i>CADD functions and features</i> in accordance with operating instructions. 4.2 Correctly access and use <i>peripheral equipment</i> required for the project. 4.3 Prepare and review preliminary drawings in consultation with relevant colleagues.
5 Check drawings and save files.	5.1 Check designs against the project objectives and specifications in accordance with organisational procedures. 5.2 Identify and make required adjustments to designs based on review and consultation with relevant colleagues. 5.3 Store data files in accordance with operating instructions and organisational 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 interpret and use digital information, including instructions required for the production of computer aided drawings
- numeracy skills sufficient for calculations and measurements required for the production of computer aided drawings.

Required knowledge:

- the ways in which CADD is used within a specific industry context
- basic principles of CADD
- typical features and functions of CADD programs, including drawing tools, view displays, edit functions, working with layers, plotting and printing
- occupational health and safety issues associated with the use of hardware and software

Required Skills and knowledge

- awareness of copyright, moral rights and intellectual property issues and legislation associated with the use of CADD.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- ability to use the standard features and functions of a CADD program to produce drawings
- knowledge of CADD capabilities and uses in relation to the specific industry context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using an industry-current CADD program to develop drawings for a specific workplace purpose.

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 drawings produced by the candidate
- oral or written questioning to assess knowledge of CADD features and functions
- 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 e.g. speakers of

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languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to produce computer-aided drawings.

Range Statement

RANGE STATEMENT

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

- creative objectives
- measurements/dimensions, e.g. objects, space
- relevant statutory requirements, e.g. safety
- scope for making adjustments
- technical objectives.

Computer-aided ***designs*** may be required for a large range of work situations and may include:

- costume/fashion designs
- lighting plots
- object or product design
- room/site/stage layouts
- stage and set design
- visual art works and/or projects, e.g. community installations, public art, performance.

CADD functions and features to be used must include:

- drawing tools (methods for drawing lines, arcs, polylines, texts, dimensions)
- edit functions
- plotting and printing
- view displays

RANGE STATEMENT

- working with layers.

CADD functions and feature
to be used may include:

- 3D techniques, e.g. entering coordinates, displaying 3D views
- how CADD works in an integrated environment
- isometrics and perspectives
- macros
- use of attributes to make project reports.

Peripheral equipment
required for the project may
include:

- plotters
- printers
- scanners.

Unit Sector(s)

Not Applicable

CUVCRS04B Produce technical drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop and refine a range of techniques to produce technical drawings. It outlines the ways technical drawing can be applied to a range of contexts where visual representation is required. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

This unit has linkages to a wide range of other units in various Training Packages and combined assessment and/or training would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 technical drawing requirements.	1.1 Review relevant documentation/concept information to determine <i>technical drawing</i> requirements. 1.2 Where appropriate, liaise with relevant colleagues to confirm and clarify technical drawing requirements.
2 Select techniques.	2.1 Identify and select appropriate <i>materials, tools</i> and <i>equipment</i> suitable for technical drawing. 2.2 Safely follow procedures to <i>test</i> and practise a range of technical drawing <i>techniques</i> .
3 Produce technical drawings.	3.1 Select the most appropriate technical drawing technique for the work to be produced. 3.2 Select the materials, tools and equipment appropriate to the technique. 3.3 Use technical drawing techniques correctly to production drawings which are consistent with <i>concept</i> /purpose of the drawing.

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 material required to produce technical drawings
- numeracy skills sufficient for calculations and measurements required to produce technical drawings.

Required knowledge:

- physical properties and capabilities of the range of materials, tools and equipment used for technical drawing work
- knowledge about technical drawing techniques and their application to a range of contexts and subject matter
- technical drawing practices, their history and theory
- awareness of copyright, moral rights and intellectual property issues and legislation
- organisational and legislative occupational health and safety procedures in relation to technical drawing 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.

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:

- production of technical drawings which show a command of the selected techniques and meet the required purpose/objectives
- knowledge of technical drawing techniques and

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their application to specific contexts.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required materials, tools and equipment to produce technical drawings consistent with the concept/work requirements.

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 drawing in progress
- evaluation of technical drawings produced by the candidate
- questioning and discussion of the candidate's intentions and work outcome
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce technical drawings.

Range Statement

RANGE STATEMENT

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

RANGE STATEMENT

italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 drawings may be:

- circuits
- diagrams
- elevations
- flow charts
- illustrations
- plans
- sections
- sketches.

Materials may include:

- acetate sheets
- chalks
- drafting film
- erasers
- inks and wet mediums
- markers
- paper
- pencils
- pens
- tape.

Tools and ***equipment*** may include:

- computer, software applications
- cutting knives, scissors
- drafting instruments
- drafting table
- light box
- photo copier
- plotter
- printer
- rulers
- scanner
- templates.

Testing processes may involve:

- exploring techniques and materials by making practice pieces, test pieces or samples.

RANGE STATEMENT

Techniques may include:	• computer-aided drawing • drafting using drafting instruments • drawing orthogonal projection • drawing to represent scale, perspective, dimension, volume • freehand drawing • geometric drawing • lettering • rendering.
The concept for the technical drawing may encompass:	• aesthetic considerations • choice of technique and materials • presentation context.
The subject matter or object to be represented may include:	• architectural structure • electronics • furniture • landscape scheme • lighting and sound set ups • mechanics • objects and products • theatre, film props • theatre, film set.
Particular safety or environmental issues may include:	• Federal, State and Territory legislation, regulations and standards • personal protection.

Unit Sector(s)

Not Applicable

CUVCRS05B Use typography techniques for design work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use typography techniques for design work. It outlines how typography can be applied to a range of design contexts in response to a brief. It is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended this unit be assessed in conjunction with the following unit:

- CUVDES05B Interpret and respond to a brief and other units relating to graphic design.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 brief for typographic work.	1.1 Correctly interpret the <i>specifications of the brief.</i> 1.2 Determine client/designer's requirements for the brief. 1.3 Determine and clarify <i>parameters</i> and/or <i>constraints</i> of the brief. 1.4 Source reference material on typography <i>pertinent</i> to the brief.
2 Organise resources for typographic work.	2.1 Correctly identify the resources required for the development of <i>typographic work</i>, including <i>work space</i>, tools and equipment. 2.2 Prepare and care for resources in accordance with safety requirements and organisational requirements. 2.3 Follow storage and inventory procedures in accordance with organisational procedures.
3 Test and explore a range of techniques for	3.1 Identify the attributes of a range of typefaces and their suitability for different purposes. 3.2 Identify possible approaches to typography

ELEMENT	PERFORMANCE CRITERIA
typography.	design and establish criteria for the selection of the final approach. 3.3 Select appropriate materials, tools and equipment for the testing of approaches and techniques. 3.4 Trial typography techniques that may meet the requirements of the brief. 3.5 Evaluate trialling against selection criteria and select the preferred approach based on the requirements of the brief.
4 Produce typography.	4.1 Select and organise equipment, tools, materials and techniques for typographic work in accordance with the design approach. 4.2 Develop the typographic work ensuring consistency with the selected approach and the brief.
5 Ensure quality of typographic product.	5.1 Check and monitor that typography conforms to brief, including grammar and technical production and/or printing requirements. 5.2 Manage typographic work to facilitate effective storage, retrieval and output by manual or digital means. 5.3 Identify constraints and requirements of specified reproduction or diffusion processes (for print or electronic submission) and take action accordingly. 5.4 Present the work in accordance with the brief specifications.

Required Skills and Knowledge

Required Skills and knowledge

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

Required Skills and knowledge

Required skills:

- literacy skills sufficient to explore and apply a range of techniques for a typography
- numeracy skills sufficient to calculate layout issues.

Required knowledge:

- work space requirements for typographic work, including selection and set up of work space
- detailed knowledge of physical properties and capabilities of a range of materials, tools and equipment used for typographic work
- the characteristic of different materials under different treatments and the potential of these characteristics to achieve different effects
- the elements and principles of design and how these may be used, adapted and challenged in the development of concepts for typographic work
- some knowledge about the evolution of type
- copyright, moral rights and intellectual property issues and legislation associated with typographic work
- environmental issues associated with the materials, tools and equipment used in typographic work
- organisational and legislative occupational health and safety procedures in relation to typographic work
- relevant output devices and 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.

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 typography consistent with concept and brief
- production of typography that can be reproduced

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and transferred across design and pre-press sectors.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required equipment, tools and materials to produce typography for a specific brief
- presence of time constraints that reflect industry practice and standards.

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 typographic work in progress
- evaluation of typography work produced by the candidate
- questioning and discussion about candidate's intentions and the work outcome
- verbal and written reports
- 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 produce typography.

Range Statement

RANGE STATEMENT

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

Specifications would be articulated in the brief and may refer to:

- audience
- cost use
- mediums
- site
- size.

The brief:

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation.

Parameters or constraints may refer to:

- audience/user limitations
- availability to support services
- cost of final production (including size, materials, tools and equipment required, specification costs)
- fabrication costs.

Information **pertinent** to the brief may include:

- information on the main type groups
- legal, ethical contractual and copyright considerations
- market analysis and strategies
- moral issues
- new technology
- the functions, practice and use of typeface in historical and contemporary contexts
- the role of text (copy) in visual communication.

Typographic work may be generated by manual or electronic means and can be targeted towards:

- advertising/promotion for large or small scale projects e.g. billboards, banners, brochures
- labelling
- packaging
- publishing.

Work space may include considerations of:

- consideration of health and safety issues including ergonomics
- dry areas
- lighting

RANGE STATEMENT

- process space specific needs, e.g. materials, tools and equipment
- ventilation
- wet areas.

Criteria may include:

- access to materials, tools and equipment required for the typography
- consistency with the brief for choice of typography
- ease of production/outputting
- personal affinity with materials, tools and equipment.

Materials may include:

- a range of drawing materials, e.g. pencils, pens, inks
- a range of papers, board, plastics, plastic coated paper/board, textiles
- binders and extenders
- glues, fixatives, finishes, stains
- watercolour, gouache.

Tools and **equipment** may include:

- appropriate software
- brushes, spatulas
- calligraphy pens
- computer, scanner, printer
- discs, CDs.

Techniques may include:

- applying colour for specific effects
- applying variations to the display of typeface, e.g. scale, bold, headlines, captions, titles
- applying variations to the properties of a given typeface, which are
 - composing type with overlays and tints
 - kerning
 - positioning typeface and images
 - size, weight, serif/sanserif, slope
- techniques which accentuate the message, e.g. use of white space, font type, font size and position, use of images

RANGE STATEMENT

- use of typesetting technology.

Workplace procedures may relate to such things as:

- cost control
- process specific procedures
- recycling
- reporting
- safety
- use of materials.

The concept may encompass:

- aesthetic considerations
- choice of medium and materials
- design solutions
- the parameters of the brief.

Managing the electronic type system involves:

- the maintenance of type software and files to ensure an operative system.

Maintaining and storing materials, tools and equipment may involve:

- removing debris
- replacing protective covers and lids
- washing and drying tools.

Unit Sector(s)

Not Applicable

CUVCRS06B Make scale models

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to make 3-dimensional (3D) scale models in response to specifications, which may be part of a brief. The focus of this unit is on the technical skills required to make accurate scale models to designed specifications. Design skills are found in other units within the Visual Arts Craft and Design Training Package. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context. Within the cultural industries this unit is relevant for people working across multiple sectors.

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 wide range of other units in various Training Packages and combined assessment and/or training with those units would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 scale model requirements.	1.1 Review relevant <i>specifications</i> and/or concept information or <i>brief</i> to determine requirements. 1.2 Liaise with relevant colleagues to confirm and clarify requirements.
2 Organise resources for scale model making.	2.1 Select <i>techniques</i> for model making consistent with project objectives and <i>parameters</i>. 2.2 Correctly identify <i>work space, equipment, tools</i> and <i>materials</i> for the specific project. 2.3 Set up work space and select equipment, tools and materials in accordance with operating instructions and organisational procedures. 2.4 Prepare and care for resources in accordance with <i>safety</i> and organisational requirements. 2.5 Follow storage and <i>inventory procedures</i> in accordance with organisational requirements.
3 Make scale models.	3.1 Establish core dimensions consistent with the specifications. 3.2 Safely make preliminary <i>models</i> representing core dimensions.

ELEMENT**PERFORMANCE CRITERIA**

	3.3 Review preliminary models against project objectives and specifications and in consultation with relevant colleagues. 3.4 Identify and make required adjustments to models based on review and consultation with relevant colleagues. 3.5 Make models consistent with project objectives and parameters.
4 Present scale models.	4.1 Identify appropriate means of presentation. 4.2 Identify relevant colleagues for presentation. 4.3 Present and store models, taking account of the need for professional presentation and organisational requirements, including future needs for the models.

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 information including instructions/specifications/ the brief
- numeracy skills sufficient to interpret and correctly apply calculations and measurements required for the production of scale models.

Required knowledge:

- the ways in which scale model making is used with a specific industry context
- general knowledge/basic principles of model making
- detailed knowledge of physical properties and capabilities of the range of equipment, tools and materials used for scale model making
- work space requirements for the production of models, including set up of work space for particular types of scale model making work
- environmental issues associated with the equipment, tools and materials used in

Required Skills and knowledge

scale model making

- organisational and legislative occupational health and safety procedures in relation to scale model making
- awareness of copyright, moral rights and intellectual property issues and legislation associated with scale model making 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.

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 selected techniques to make models consistent with project objectives and parameters
- knowledge of the processes and techniques used for scale model making
- presentation techniques for models in a specific workplace context.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required materials, tools and equipment to make scale models for a specific workplace purpose.

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 production of models
- evaluation of scale models made by the candidate
- oral or written questioning to assess knowledge of scale model-making techniques
- review of portfolios of evidence

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- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to make and present scale models.

Range Statement

RANGE STATEMENT

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

- client needs
- dimensions
- purpose
- style.

In addition to measurements/***specifications***, other information required for the project may include:

- client's organisational background
- creative objectives including style considerations
- legal, contractual, ethical and copyright considerations
- relevant statutory requirements, e.g. health and safety considerations
- scope for making adjustments
- technical objectives.

RANGE STATEMENT

The **brief**:

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation
- is written diagrammatic, visual, verbal.

Techniques would depend on the project's objectives and parameters and may involve specialised techniques used for:

- carpentry
- ceramics
- glass work
- lighting (laser, spot, ambient)
- modelling with flexible materials
- painting and other surface decoration
- projection
- the manufacture of form by:
 - folding
 - twisting
 - hinging
 - bending
- sculpture
- working with fibres/textiles.

Parameters may refer to:

- cost, budgeting
- legal; contractual, ethical and copyright considerations
- materials requirements and availability
- requirements for development or building consent
- sponsorship
- technology
- timeframe

Work space needs may include:

- drying space
- dust extraction
- lighting and power requirements
- location-specific requirements
- process-specific space needs
- ventilation
- wet and dry areas.

RANGE STATEMENT

Tools and **equipment** may include:

- brushes, spatulas, scrapers
- buckets, containers
- clamps
- hand and power tools (saws, drills, sanders, compressor)
- lighting (to test shadows, spotlights etc)
- pliers
- protective clothing
- shaping tools (surform blades, planers, carving tools)
- specialised equipment for ceramic work
- specialised equipment for sculpture work
- spray gun.

Materials may include:

- clays
- coloured pencils, crayons, pastels, inks charcoal
- fibreglass
- foamcore, polystyrene
- found objects and/or materials
- glass
- laminates
- materials to represent a particular surfaces, e.g. rock, earth, water
- metals, e.g. sheet, wire
- nails, screws, hooks, bolts
- natural and/or synthetic fibres, tape, string
- paper, cardboard, paper pulp
- perspex
- recycled materials
- resins, latex, rubber
- turps, other solvents and cleaning materials
- water and oil based paints, specialised metal and wood primers, extenders and binders
- waterproof lacquers
- wood and timber products, e.g. balsa wood, MDF board, wooden skewers.

RANGE STATEMENT

Safety issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Inventory procedures may involve:

- files (including digital)
- product safety labels
- spreadsheet documentation
- written and visual documentation of manufacturers instructions.

Scale **models** may be required for a large range of work situations and may include:

- event design
- foyer design
- lighting plots
- object or product design
- open space environment
- room/site/stage layouts
- stage and set design
- visual art works and/or projects, e.g. community installations, public art, performance.

Unit Sector(s)

Not Applicable

CUVCRS08B Document the work progress

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to document the conception, development and progress of work. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with relevant specialisation 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 and collate information for work documentation.**

- 1.1 Identify ***relevant information*** which may be included in work ***documentation***.
- 1.2 Evaluate information to determine what should be included based on the particular work context.
- 1.3 Consider and select an appropriate structure and format for the recording of work progress.
- 1.4 Organise information in a manner which will support the documentation process.

- 2 **Record the development of work.**

- 2.1 Accurately document ***the development of work*** according to selected format and structure.
- 2.2 Include all relevant information covering concept, ideas, experimentation and ongoing evaluation processes.
- 2.3 Present documentation in a professional manner to meet the needs of the intended audience.

Required Skills and Knowledge

Required Skills and knowledge

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

Required Skills and knowledge

Required skills:

- literacy skills sufficient to access, research and prepare information pertinent to documentation of the work progress
- numeracy skills sufficient to calculate and measure data and layout issues.

Required knowledge:

- knowledge about ways of recording ideas, processes and the development of the work
- knowledge about other artists/designers/technicians, their work and ideas
- awareness of copyright, moral rights and intellectual property issues specifically related to sourcing any information required and documenting the work progress.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- accurate and comprehensive documentation of the conception, process and progress of the production of the work.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the documentation of more than one piece of work.

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 documentation prepared by the

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candidate

- questioning and discussion of the candidate's intentions and the documentation work outcome
- verbal and/or written reports
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

This unit requires access to materials and information that will support the candidate in documenting the work progress. This will include access to sources of information about ideas, techniques, equipment, tools and materials.

Range Statement

RANGE STATEMENT

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

- creative concepts and techniques
- equipment, tools, materials and processes
- parameters/constraints
- texts
- the ideas discovered through research
- work of other artists, craftspeople or designers.

RANGE STATEMENT

- Documentation** may include:
- a brief
 - annotated images, technical charts
 - art works
 - CD ROM
 - charts, diagrams, specifications
 - collages
 - drawings, sketches
 - maquettes, models
 - photographs (analogue and/or digital)
 - references to texts
 - samples, test strips, test pieces
 - scrap book/diary of images and texts
 - sound/music
 - video, oral tape
 - work flow diagram/chart.
- The development of the work** includes:
- conceptualisation
 - experimentation
 - process or steps
 - resolution of ideas or problem solving
 - techniques and materials.

Unit Sector(s)

Not Applicable

CUVCRS11B Select and prepare work for exhibition

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to select and prepare work for display or exhibition. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would normally be carried out under limited supervision or with guidance available if 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

Prerequisite units

This unit has linkages to the specialisation units in this Training Package and units from other Training Packages, and combined assessment and/or training with those units would be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 work to submit for exhibition.	1.1 Access relevant information on the criteria which informs the selection of work. 1.2 Correctly interpret information on criteria for display of work. 1.3 Identify and clarify any issues surrounding criteria with relevant individuals/organisations. 1.4 Select work in accordance with <i>criteria</i>.
2 Organise selected work for exhibition.	2.1 Check <i>completeness of work</i> to be displayed and take action when required. 2.2 Determine any specific <i>requirements for display</i> of selected work in consultation with relevant individuals or organisations. 2.3 Identify relevant steps and processes required to prepare selected work for display. 2.4 Prepare work using appropriate techniques or engage the services of others as required. 2.5 Provide accurate information on work to relevant individuals/organisations in accordance with requirements. 2.6 Submit work to <i>exhibition</i> curator or display organiser within agreed timeframe and in

ELEMENT**PERFORMANCE CRITERIA**

- accordance with other agreed requirements.
- 2.7 Provide **assistance** with installation or hanging as required and in accordance with instructions.

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 exhibition or display requirements.

Required knowledge:

- exhibition, display or presentation contexts relevant to the area of work
- general knowledge about techniques for display or exhibition relevant to the area of work, e.g. hanging, dismantling
- general knowledge of ways in which space is planned for display or exhibition purposes relevant to area of work
- general knowledge of the elements and principles of design and their specific application to the layout of an exhibition or display
- awareness of copyright, moral rights and intellectual property issues relevant to exhibitions and displays
- organisational and legislative occupational health and safety issues relating to exhibitions and displays of work and their safe hanging/installing and dismantling.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

EVIDENCE GUIDE

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:

- the selection of work for submission which is consistent with the criteria for the exhibition or display
- work which is ready for exhibition.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the selection and preparation of work for a specific display or exhibition.

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 work prepared for display by the candidate
- questioning and discussion of candidate's intentions
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to prepare work for exhibition and to assist to safely hang and/or install and dismantle an exhibition or display.

Range Statement

RANGE STATEMENT

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

- criteria decided by artist, designer or performer
- criteria provided by organiser of exhibition
- personal preferences
- physical characteristics of display area, e.g. light, ventilation and access
- quality of completed work
- size, dimension, theme, medium, number of pieces.

Completeness of work may involve:

- all elements present
- resolution requirements for web presentation
- tidiness/cleanliness
- touch up requirements satisfied.

Requirements for display may include:

- accompanying documentation, e.g. consignment notes, artist's statement
- attaching fixtures for hanging or mounting
- cleaning the work
- framing
- selecting and painting plinths
- the display environment, e.g. light, humidity, temperature, power sources
- web site information.

Exhibition of work occurs in a variety of contexts, including:

- artist run spaces
- contribution to an exhibition via submission to a competition
- group exhibition at regional venues
- local community spaces
- retail display
- studio spaces
- web sites.

RANGE STATEMENT

- Assistance** for the exhibition may involve:
- contributing to safely hanging, installing and dismantling work
 - labelling work
 - planning the exhibition space
 - planning the location of work within the space
 - wrapping/storage of works at the conclusion of the display or exhibition.
- Safely means in accordance with:
- Federal, State and Territory legislation, regulations and standards.

Unit Sector(s)

Not Applicable

CUVCRS13B Store finished work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to prepare finished work to be safely stored. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with specialisation 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 requirements for storage of work.**

- 1.1 Identify and select work which requires ***storage*** based on nature of the work and other constraints.
- 1.2 Check that finished ***work*** is ready to be stored and identify any action to be taken.
- 1.3 Identify suitable storage areas for work and check condition, ***availability*** and cost.

- 2 **Prepare work for storage.**

- 2.1 Determine ***materials*** required to prepare work for storage according to the nature of the work and the proposed storage location.
- 2.2 Organise/obtain materials required for storage preparation.
- 2.3 Correctly follow procedures to prepare finished work for storage.
- 2.4 Safely store work in required storage area.

Required Skills and Knowledge

Required Skills and knowledge

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

Required Skills and knowledge

Required skills:

- literacy skills sufficient to read product labels
- numeracy skills sufficient to calculate amount of storage required and calculate quantity protective and/or storage materials required.

Required knowledge:

- overview knowledge about archival principles and values
- general knowledge of physical properties of the most commonly used materials for protection and storage, including environmental issues relevant to the type of work
- general knowledge about physical requirements for storage of the finished work relevant to the type of work
- organisational and legislative occupational health and safety procedures in relation to storage of the finished 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.

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:

- use of appropriate techniques and materials to prepare work for storage
- knowledge of techniques and materials for storage of work (relevant to the type of work).

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the selection and preparation of specific pieces of work for storage.

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:

- observation of the preparation for storage
- evaluation of items prepared for storage by the candidate
- discussion and questioning about the care and protection of finished work
- written or verbal reports
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to prepare finished work for storage and to protect it and store it safely.

Range Statement

RANGE STATEMENT

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

- available space
- exemplar potential of the work
- number, quantity, size of work
- personal affinity to the pieces of work

RANGE STATEMENT

- quality of work
- usefulness in the future
- workplace procedures, e.g. safety, process procedures, use of materials, recycling, cost control, reporting.

Work ready to be stored may involve consideration of:

- cleanliness
- completion of process(es)
- elements of work missing
- identification of damage (and its rectification and stabilisation).

Condition and **availability** of storage area may include consideration of:

- access to storage facility
- archival values
- cost
- dampness, humidity
- light, fading.

Materials for storage may include:

- acid free interleaving or wrapping
- negative sleeves, folders, enclosures, CD cases
- protective enclosure, e.g. boxes, canisters, tubing
- protective wrapping, e.g. bubble wrap, cardboard.

Unit Sector(s)

Not Applicable

CUVCRS14B Prepare, store and maintain finished work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to select finished work for storage, to assess its needs for storage and to protect, store and maintain it. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This unit goes beyond and encompasses unit CUVCRS13B Store finished work. This work would normally be carried out under limited supervision or with guidance available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with other specialisation 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 finished work for storage.	1.1 Determine <i>criteria</i> for the selection of <i>finished work</i> to be stored. 1.2 Apply criteria to finished work and select work accordingly. 1.3 Assess <i>storage needs</i> of selected work based on the condition and type of the work.
2 Store finished work.	2.1 Identify and select <i>appropriate protective materials</i> and conditions for storage. 2.2 <i>Correctly follow procedures</i> to organise finished work for <i>storage</i> using selected protective materials. 2.3 Safely store in allocated or selected storage space.
3 Maintain stored work.	3.1 Maintain accurate and complete <i>records</i> of stored finished work. 3.2 Monitor and review condition of work in storage in accordance with requirement for different types of work.

ELEMENT**PERFORMANCE CRITERIA**

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 information related to protection, storage and maintenance of finished work
- numeracy skills sufficient to calculate material requirements for protection, storage and maintenance needs for finished work.

Required knowledge:

- knowledge about archival principles and values
- physical properties and capabilities of a range of materials suitable for protection and storage of work (relevant to type of work)
- record keeping systems appropriate for storage and retrieval
- safe storage requirements for the finished work (relevant to type of work)
- awareness of copyright, moral rights and intellectual property issues for the storage and maintenance of stored work
- environmental issues associated with equipment, tools and materials required for the protection and storage of the finished work (relevant to type of work)
- organisational and legislative occupational health and safety procedures in relation to storage and maintenance of finished 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.

EVIDENCE GUIDE

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 techniques and processes to prepare, store, label, register and maintain finished work
- sound knowledge of archival principles and values.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required equipment and materials for the selection, protection, storage and maintenance of finished work.

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 preparation of finished work for storage
- evaluation of items prepared for storage by the candidate
- review of records created or maintained by the candidate
- discussion and questioning about the care and protection of finished work and the record keeping system in use
- written or verbal reports
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to undertake the preparation of finished work for storage

EVIDENCE GUIDE

and to protect it, store and maintain it safely.

Range Statement

RANGE STATEMENT

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

- archival values
- available space
- exemplar potential of the work
- number, quantity, size
- personal affinity to the pieces of work
- quality of work
- uses of work
- usefulness in the future.

Storage needs based on the condition of the work may include:

- consideration of archival values
- deciding on the best form of storage for that work in its condition
- simple repairs prior to storage, e.g. to mounted materials
- stabilising any damage to prevent deterioration in storage.

Appropriate protective materials may include those that respond to:

- archival materials
- CD cases
- characteristics of the materials used in the work (acid free wrapping/mount board, water absorbent, reflective)
- enclosures
- folders
- form of the artwork (upright, flat)
- fragility (padding, tissue, bubble wrap, box)

RANGE STATEMENT

- framing)
- negative sleeves.

Correctly following procedures may include:

- protocols for the recording and registration of stored work, including ethical considerations
- verbal instructions
- workplace procedures which may relate to such things as safety, process-specific procedures, use of materials, recycling, cost control, reporting.

Storage space may be selected by the candidate, or may be allocated in a training or work environment. Storage space should enable the safe storage of finished work. This may include consideration of:

- archival values
- dampness, humidity
- dust
- electromagnetic fields
- insects
- fungi
- light sensitive characteristics of the image
- light, fading.

Records may include:

- electronic records, e.g. including image archiving software
- labelling of work (number, title, medium, year produced)
- list of stored finished work
- model release
- permits, contracts containing conditional usage requirements
- register of all stored and finished work, e.g. date and usage of photographic material
- slide library.

Unit Sector(s)

Not Applicable

CUVCRS16B Prepare text and graphic files for print processing

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to prepare electronic files for pre-press processing. It applies to files that still require some processing before printing or electronic diffusion. This is a support unit for specialisations. The skills and knowledge are not restricted to a particular specialisation but apply across all specialisations depending on the work context. This work would usually be carried out independently although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with relevant specialisation units for:

- visual arts and contemporary craft
- design
- photoimaging.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Consult with pre-press about formatting requirements.	1.1 Source a checklist for printing requirements from appropriate source and follow throughout preparation process. 1.2 Obtain relevant specifications for <i>file</i> formatting from appropriate source. 1.3 Ensure constraints of different <i>printing processes</i> (and other diffusion techniques) are understood.
2 Prepare text for pre-press processing.	2.1 Save text in appropriate format for <i>pre-press</i> processing. 2.2 Review text to ensure no extraneous or unnecessary formatting. 2.3 Ensure correct use of templates used.
3 Prepare graphics for pre-press processing.	3.1 Ensure graphics or images are saved in appropriate format. 3.2 Ensure scans are completed at appropriate resolution. 3.3 If low resolution FPO (for position only) scans are included ensure high resolution scan is also

ELEMENT**PERFORMANCE CRITERIA**

included.

3.4 Ensure appropriate scanning curve is used.

3.5 Ensure colour is saved in required format.

3.6 Ensure that any combined images can be edited and adjusted.

3.7 Ensure all templates are used correctly.

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 information and material related to preparation for pre-press processing work
- numeracy skills sufficient to calculate layout requirements and materials specifications necessary for preparation for pre-press processing work.

Required knowledge:

- knowledge about different printing techniques and other diffusion techniques and their constraints with respect to design
- knowledge about basic colour theory in relation to preparation for pre-press processing requirements
- knowledge about basic typographic theory in relation too preparation for pre-press processing requirements
- copyright, moral rights and intellectual property issues and legislation associated with preparation for pre-press processing requirements
- organisational and legislative occupational health and safety procedures in relation to preparation for pre-press processing work
- environmental issues associated with the equipment, tools and materials associated with preparation or pre-press processing 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.

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:

- production of files for at least three jobs involving text and graphics which cause no pre-press processing problems.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using industry-current equipment to prepare for pre-press processing work.

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 preparation process for pre-press processing work
- evaluation of files prepared by the candidate
- discussion and questioning about candidate's intentions and the work outcome
- written and verbal reports
- review of portfolios of evidence
- 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 e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to undertake the selected techniques to be practised and

EVIDENCE GUIDE

applied to the production of files ready for print processing.

Range Statement

RANGE STATEMENT

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

Files may be prepared for any graphic design application and product. These include:

- annual report
- book cover
- corporate presentation
- corporate stationery
- invitation
- poster.

Printing processes can include:

- any printing process
- electronic diffusion on CDROM or the Web.

Pre-press includes:

- pre-press section of printing company
- pre-press trade houses or bureaus.

Software used may include:

- CADD
- drawing and graphics applications
- layout and page description applications
- word processing applications.

Unit Sector(s)

Not Applicable

CUVDES04B Integrate colour theory and design processes in response to a brief

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to explore and integrate colour theory and design processes using 2-dimensional (2D) and/or 3-dimensional (3D) space. This is a core unit in design fundamentals and as such underpins many other specialisation units. People working in many industries require the skills and knowledge in this unit, and the unit is written to allow for contextualisation to a particular industry context.

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 underpins many specialisation units, both within the Visual Arts Craft and Design Training Package, and other Training Packages, e.g. Entertainment. It is highly recommended that this unit be assessed in conjunction with those 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 Examine information on colour theory and design processes.	1.1 Identify and access relevant <i>sources of information</i> on colour theory and design processes. 1.2 Examine information with consideration of how colour and design issues may be integrated in the design process.
2 Apply and combine colour theory and design processes to produce samples.	2.1 Select <i>materials, tools and equipment</i> required for the production of <i>samples</i> which integrate colour theory and design processes according to the needs of <i>the brief</i>. 2.2 Follow appropriate and safe procedures to apply instances of design process and colour theory. 2.3 Select, combine and explore the ways in which colour theory and design processes may be integrated. 2.4 Consider outcomes in relation to processes used and suitability for the brief. 2.5 Explore different approaches to satisfy the requirements of the brief. 2.6 Produce a range of samples which demonstrate how colour theory and design processes can be

ELEMENT**PERFORMANCE CRITERIA**

integrated in two and/or three dimensional space.

2.7 Present and store work in a format which takes account of the need for professional presentation and potential need for the samples in future work.

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 brief
- numeracy skills sufficient to calculate quantities and determine layout and construction issues.

Required knowledge:

- general knowledge of the role and nature of a brief within the design process, including different types of brief and how designers use them
- awareness of the notion of individual interpretation and choice within the design process, and the potential limitations of theory
- ways in which colour theory and design processes can be explored and combined to meet the needs of a brief
- knowledge about the materials, tools and equipment required for the production of samples which integrate colour theory and design processes
- knowledge about how other artists and designers have applied colour theory and design processes
- work space organisation and maintenance including environmental and safety issues
- copyright, moral rights and intellectual property issues and legislation and their impact on aspects of design.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of samples which integrate colour theory and design processes in accordance with the requirements of the brief
- fundamental understanding of the ways in which colour theory and design processes may be combined in the production of design or art work.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply colour theory and design processes to a specific context.

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 production of samples
- questioning and discussion
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials resources and equipment needed to produce samples using integrated colour theory and design processes in two and/or 3D space.

Range Statement

RANGE STATEMENT

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

- art and design work
- books and magazines
- manufactured structures
- natural and architectural forms
- optics
- personal observation
- scientific texts
- software programs.

Materials may include:

- a range of drawing media and implements
- a range of papers and cardboard
- clays and plaster
- fibre, tape, string
- glues
- light
- nails, screws, wire
- paints and inks
- paper pulp
- wood, metal fabric, plastic.

Tools and equipment may include:

- air guns and brushes
- brushes
- clamps
- computer, scanner, relevant software programs
- cutting blades
- hammer, saw, pliers
- light sources
- pens and nibs

RANGE STATEMENT

- receptacles
- rulers
- scissors
- spatulas
- sponges.

Samples may be exercises in response to a brief and may involve consideration of:

- balance
- contrast
- direction
- emotional and cultural aspects of colour and design
- harmonies and discords
- illusion
- mass
- natural and artificial light
- negative and positive form and space
- proportion
- relationships of form to form and form to space
- rhythm
- size
- texture
- tone.

Samples may involve:

- binding, twisting, bending
- cutting, folding
- mark making
- modelling
- painting
- pasting, taping
- the application of light.

Producing **samples** may also involve:

- the application of integrated colour theories and design processes to a work in progress.

The brief:

- describes and specifies the work to be completed
- is usually prepared by a commissioning body or organisation, e.g. supervisor, client, community organisation

RANGE STATEMENT

- may be written, diagrammatic, visual, verbal.

Unit Sector(s)

Not Applicable

CUVDES601A Design innovative products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to design and develop innovative products in the creative arts industry.

This unit builds on the introductory unit CUVDSP14A Research and apply techniques for the design of products.

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 creative arts industry where the development of innovative products is preceded by significant market research leading to the formulation of design concepts and solutions. This unit requires the self-directed application of skills and knowledge to design and develop innovative products that are 'market-ready'. This work is usually carried out independently or as part of a design team.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

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 commercial opportunities for creative product/s.**

- 1.1 Identify purpose, target market and medium of ***creative product/s.***
- 1.2 Undertake market analysis using appropriate ***information sources*** to determine ***design and production requirements*** of creative product/s.
- 1.3 Evaluate currency/credibility of information sources and ensure research scope is sufficiently broad.
- 1.4 Maintain accurate and comprehensive details of information sources.

- 2 **Formulate and test design concepts for creative product/s.**

- 2.1 Conceive and develop ideas/styles that complement design and production requirements using ***critical thinking techniques*** and ***entrepreneurial attitudes.***
- 2.2 Communicate design concepts using ***appropriate documentation methods*** to produce a preliminary representation of the creative product/s.
- 2.3 Critique, review and test design concepts (including objectives/constraints) with ***appropriate person/s.***

ELEMENT**PERFORMANCE CRITERIA**

	2.4 Ensure design concepts incorporate <i>elements and principles of design</i> .
	2.5 Negotiate design solutions with appropriate person/s.
3 Develop and exploit creative product/s.	3.1 Select and organise production resources in accordance with design and production requirements.
	3.2 Develop creative product/s in accordance with design and production requirements.
	3.3 Supervise the production process to ensure creative product/s meets requirements of target market.
	3.4 Present creative product/s to appropriate person/s in a way that optimises clarity, conciseness and appeal.
	3.5 Exploit identified commercial opportunities within target market.

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 communicate design concepts, research and evaluate relevant source materials and complete design documentation
- numeracy skills sufficient to:
 - assess the financial viability of creative/commercial opportunities
 - manage budgets
- communication skills sufficient to critique/review design concepts and negotiate design solutions with stakeholders
- creative thinking skills sufficient to conceive and develop design ideas and identify commercial opportunities to exploit them
- planning and organisational skills sufficient to:
 - interpret and respond to design briefs

Required Skills and knowledge

- supervise the production of creative products
- undertake market analysis/research into target markets and design trends
- problem solving skills sufficient to develop and implement design solutions
- technology skills sufficient to implement and use design hardware/software.

Required knowledge:

- common formats and features of design briefs
- commonly used research methodologies
- copyright, moral rights, intellectual property and legislation (applicable to specific industry contexts and design disciplines)
- equipment, media and software and their application to product design/manufacture
- occupational health and safety requirements relevant to particular work contexts and design disciplines
- production processes as they apply to designs in particular industry contexts
- quality assurance processes for product design and development (applicable to specific industry contexts and design disciplines)
- work and ideas of other product designers.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 identify commercial opportunities for creative product/s
- ability to formulate and develop design concepts
- ability to develop and exploit creative products.

Context of and specific resources for assessment

Assessment must ensure:

- access to an appropriate environment where design

EVIDENCE GUIDE

concepts and solutions can be negotiated with relevant stakeholders

- access to an environment where creative and commercial design opportunities can be exploited
- access to appropriate equipment, media and software used for product design/manufacture
- access to appropriate technology and information sources to undertake market analysis and research design trends
- 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 the candidate
- case studies to assess candidate's ability to undertake market analysis/research design trends
- direct observation of the candidate negotiating design solutions and exploiting creative products/s
- evaluation of design documentation and creative products/s produced by the candidate
- oral or written questioning to assess knowledge of technical and context issues that impact on design in a given industry context.

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

- BSBDES501A Implement design solutions
- BSBDES601A Manage design realisation

Range Statement

RANGE STATEMENT

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

- platforms
 - digital media (CDs, DVDs, films, games consoles, kiosks, mobile phones, PDAs, slide shows, television, videos, websites)
 - tactile media (displays, exhibitions, presentations, print publications)
- two and three dimensional visual forms
 - digital media (animation, audio, code/script, film, graphic, image, modelling, text, video)
 - tactile media (cardboard, clay, fabric, fibre, film, glass, ink, lacquer, latex, leather, metal, paint, paper, photograph, plaster, plastic, pulp, resin, rubber, sand, stone, wax, wire, wood)
- types
 - business/corporate
 - community
 - educational/training
 - entertainment
 - ephemera
 - experiences
 - information
 - personal
 - promotional.

Information sources may include:

- copyright/legal representatives
- discussions with innovative industry practitioners
- electronic/print media (news, reviews, articles)
- employee association/union representatives (and other sources of industrial relations information)
- events (industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals, social events, symposiums)

RANGE STATEMENT

- government bodies and associated publications
- industry associations
- internet
- libraries and archives (text, film, video, sound, graphic)
- lifestyle and contemporary issues magazines
- museums/galleries/studios
- national/international journals (e.g. artist, computing and design journals)
- personal observations and experience
- professional competitions and awards
- retail/wholesale suppliers of products and services
- technical publications/reference books
- training programs, seminars, workshops, master classes, professional development opportunities.

Design and production requirements may include:

- access to resources such as:
 - software (authoring, composition, drafting, drawing, graphics, image capture, image manipulation, page layout)
 - equipment (computer hardware, drawing tools, hand and power tools)
 - medium (digital, tactile)
- aesthetic considerations such as:
 - features
 - finish
 - style (interactive, static)
- commercial considerations such as:
 - budget/costs (design, production, marketing)
 - business risk
 - feasibility
 - manufacturability
 - marketability
 - production method (mass, batch, one-off)
 - profitability
 - sustainability
 - timeframe
 - viability
- cultural, ethical and social considerations such as:

RANGE STATEMENT

- accessibility
- benefits
- equity
- user friendliness (ease of use)
- functional considerations such as:
 - efficiency/effectiveness
 - ergonomics
 - instructional integrity
 - reliability
 - spatial
- regulatory/technical considerations such as:
 - conditions of use
 - environmental
 - health and safety
 - industry and/or design standards
 - legal, contractual and copyright
 - licensing (product, open-source)
 - medium characteristics/capabilities
 - ownership/intellectual property.

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.

RANGE STATEMENT

Entrepreneurial attitudes may include:

- ability to act on intuition and assumptions
- ability to think laterally and independently
- ability to work within ambiguity and uncertainty
- confidence in self and vision
- curiosity
- desire to take risks
- flexibility
- interest in pursuing new ideas.

Appropriate documentation methods may include:

- diagrams
- drawings or sketches - manual or computer aided design and drafting (CADD)
- electronic presentations
- illustrations
- layouts
- mock-ups
- models
- plans
- practice pieces
- prototypes
- samples
- verbal presentations
- written notes with rationale or description.

Appropriate person may include:

- clients
- commissioning body/organisation
- community organisation
- competitors
- construction staff
- design team
- early adopters
- management staff
- manufacturers
- material importers and suppliers
- mentors
- peers
- production staff

RANGE STATEMENT

- sales staff
- suppliers
- target market (customer segments, focus groups).

Elements and principles of design may include:

- design elements
 - colour
 - direction
 - form
 - light
 - line
 - mass
 - point
 - shape
 - size
 - space
 - texture
 - time
 - tone
 - value
- design principles
 - balance
 - contrast
 - dominance
 - emphasis
 - harmony
 - movement
 - pattern
 - proportion
 - rhythm
 - unity.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Creativity and Innovation - Design Process

CUVDSP07B Research and apply techniques for graphic design

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and apply techniques for application to graphic design. The focus of the unit is on a general knowledge of graphic design techniques and the practical application of those techniques. This is a specialisation unit and refers to a specific design form. This work requires some guidance.

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

It is highly recommended that this unit be assessed with or after the following units:

- CUVDES05B Interpret and respond to a brief
- Core Design
- At least one of the drawing units relating to the representation of the concept.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 graphic design brief.**

- 1.1 Correctly interpret the specifications of ***the brief***.
- 1.2 Determine the user or client for the ***graphic design*** to inform design decisions.
- 1.3 Clarify ***specifications, parameters or constraints*** of the brief in consultation with relevant colleagues.
- 1.4 Source and evaluate ***information pertinent*** to the brief.

2 **Organise resources for graphic design.**

- 2.1 Correctly identify the resources required for the graphic design, including ***work space, materials, tools*** and ***equipment***.
- 2.2 Prepare and care for resources in accordance with ***safety requirements*** and organisational requirements.
- 2.3 Follow storage and inventory procedures in accordance with organisational procedures.

3 **Test design approaches for**

- 3.1 Produce a preliminary visual representation of the brief.

ELEMENT	PERFORMANCE CRITERIA
graphic design.	3.2 Identify possible approaches to the design and establish <i>criteria for the selection</i> of the final <i>approach</i>. 3.3 Select appropriate materials, tools and equipment for the testing of approaches and techniques. 3.4 <i>Test and experiment</i> with a range of <i>techniques</i> and materials which might meet the requirements of the brief. 3.5 Evaluate testing processes against selection criteria and select the preferred approach based on the requirements of the brief. 3.6 <i>Refine</i> and accurately <i>document</i> the design approach based on testing processes.
4 Produce the graphic design.	4.1 Select and organise materials, tools and techniques for the graphic design in accordance with the design approach. 4.2 Produce the graphic design ensuring consistency with the selected approach and the brief. 4.3 Present the work in accordance with the brief specifications.

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 brief and communicate design ideas
- numeracy skills sufficient to deal with cost, layout, resolution issues, timetabling issues.

Required knowledge:

Required Skills and knowledge

- work and ideas of other designers
- formal elements and principles of design in relation to graphic design
- techniques, materials, tools and equipment and their application to graphic design
- types of graphic design briefs
- history and theory of design in relation to graphic design
- copyright, moral rights and intellectual property issues and legislation and their relevance to graphic design.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of graphic design work demonstrating the application of selected techniques and consistency with the requirements of the brief.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the production of a graphic design which meets the requirements of a brief.

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 graphic designs produced by the candidate
- questioning and discussion
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

EVIDENCE GUIDE

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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to safely produce graphic design 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.

The brief:

- describes and specifies the work to be completed
- is usually prepared by the commissioning body or organisation, e.g. supervisor, client, community organisation
- may be written, diagrammatic, visual, verbal.

The ***graphic design*** work may be:

- advertising
- annual reports
- banners
- book design
- corporate presentations
- corporate stationery
- invitation
- logos
- posters
- visual merchandising

RANGE STATEMENT

	• web design.
Specifications would be articulated in the brief and may refer to:	• audience • medium • purpose • style.
Parameters or constraints may refer to:	• cost • legal, contractual, ethical and copyright considerations • material characteristics • quantity • technology • time frame.
Information pertinent to the brief may be about:	• client's organisational background • health and safety considerations • legal, contractual, ethical and copyright considerations • product characteristics and statistics • style considerations • subject matter.
Work space needs may include:	• drafting table • electronic equipment • lighting and power requirements • process-specific needs.
Materials may include:	• drawing implements • inks • range of papers of differing weights and textures • wet mediums • wood, board, fabrics, perspex, metal surfaces.
Tools and equipment may include:	• a range of brushes • air brush

RANGE STATEMENT

- appropriate software, e.g. Adobe Photoshop, Illustrator, CAD, Quark Express, Powerpoint
- brushes
- computer
- digital camera
- drafting table and equipment
- hand tools
- light box
- nibs and pens
- printer
- projection equipment and screens
- scanner
- scrapers
- spatulas
- sponges
- spray cans
- spray gun
- storage devices.

Safety requirements are in accordance with:

- Federal, State and Territory legislation, regulation and standards.

Preliminary visual representation may involve:

- computer-aided drawing
- sketching
- technical drawing.

Criteria for the selection of the approach may include:

- access to materials, tools and equipment required for the production of the graphic design
- access to specialist support services
- consistency with the brief for the graphic design
- ease of application
- personal affinity with medium and materials.

The ***approach*** may encompass:

- aesthetic considerations
- choice of medium and materials
- design solutions
- the parameters of the brief.

RANGE STATEMENT

Testing and experimenting may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials and their application.

Techniques may include:

- digital imaging
- hand building (displays, installations, mock-ups)
- hand drawn illustration, lettering
- preparing work for printing processes.

Refining the approach may involve:

- adjustment to consideration of elements and principles of design
- adjustment to content
- adjustment to utilise the extended capabilities of the technique
- no change.

Documenting the approach may involve:

- final drawings, plans,
- illustrations, photographs
- written rationale or description.

Unit Sector(s)

Not Applicable

CUVDSP11B Research and apply techniques for illustrative work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and apply techniques for application to any type of illustrative work. Within this unit, illustrative work would generally be quite simple in nature. The focus of the unit is on a general, introductory knowledge of illustrative work and its practical application. This is a specialisation unit and refers to a specific design form. This work requires some guidance.

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

It is highly recommended that this unit be assessed in conjunction with:

- CUVDES05B Interpret and respond to a brief
- Core Design
- At least one of the drawing units relating to the representation of the concept.

There is also a strong link between this unit and the following unit:

- CUVCRS04B Produce technical drawings.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 brief for the illustrative work.	1.1 Correctly interpret the specifications of <i>the brief</i>. 1.2 Determine the user or client for the <i>illustrative work</i> to inform design decisions. 1.3 Clarify <i>specifications, parameters or constraints</i> of the brief in consultation with relevant colleagues. 1.4 Source and evaluate <i>information pertinent</i> to the brief.
2 Organise resources for illustrative work.	2.1 Correctly identify the resources required for the development of illustrative work, including <i>work space, materials, tools and equipment</i>. 2.2 Prepare and care for resources in accordance with <i>safety requirements</i> and organisational requirements.

ELEMENT**PERFORMANCE CRITERIA**

	2.3 Follow storage and inventory procedures in accordance with organisational procedures.
3 Test design approaches for illustrative work.	3.1 Produce a preliminary visual representation of the brief. 3.2 Identify possible approaches to the work and establish <i>criteria for the selection</i> of the final approach. 3.3 Select appropriate materials, tools and equipment for the testing of approaches and <i>techniques</i>. 3.4 <i>Test and experiment</i> with a range of techniques and materials which might meet the requirements of the brief. 3.5 Evaluate testing processes against selection criteria and select the preferred <i>approach</i> based on the requirements of the brief. 3.6 <i>Refine</i> and accurately <i>document</i> approach to the illustrative work based on testing processes.
4 Produce the illustrative work.	4.1 Select and organise materials, tools and techniques for the production of the illustrative work in accordance with the preferred approach. 4.2 Develop the illustrative work ensuring consistency with the selected approach and the brief. 4.3 Present the illustrative work in accordance with the brief specifications.

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 brief and to communicate ideas for

Required Skills and knowledge

illustrative work

- numeracy skills sufficient to calculate quantities, costs, layout issues.

Required knowledge:

- techniques, materials, tools and equipment and their application to illustrative work
- types of briefs for illustrative work
- formal elements and principles of design in relation to illustrative work
- general knowledge about illustrators, their ideas, techniques and work
- history and theory of design in relation to illustrative work
- copyright, moral rights and intellectual property issues and legislation and their relevance to illustrative 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.

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:

- production of illustrative work which demonstrates the application of selected techniques and which is consistent with the requirements of the brief.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the production of illustrative work to meet the requirements of a brief.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

EVIDENCE GUIDE

- evaluation of illustrative work produced by the candidate
- questioning and discussion
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to safely produce illustrative 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.

The brief:

- describes and specifies the work to be completed
- is usually prepared by commissioning body or organisation, e.g. supervisor, client, community organisation
- may be written, diagrammatic, visual, verbal.

Illustrative work may be for:

- advertisement
- architectural illustration
- book cover
- caricature, cartoon

RANGE STATEMENT

- illustration for urban planning
- poster
- story board for animation
- story book, children's book
- technical, anatomical, botanical illustration.

Specifications would be articulated in the brief and may refer to:

- audience
- medium
- purpose
- style.

Parameters or constraints may refer to:

- cost
- finished art requirement
- legal, contractual, ethical and copyright considerations
- material characteristics
- quantity
- technology
- time frame.

Information pertinent to the brief may be about:

- client's organisational background
- health and safety considerations
- legal, contractual, ethical and copyright considerations
- product characteristics and statistics
- style considerations
- subject matter.

Work space needs may include:

- drafting table
- electronic equipment
- lighting and power requirements
- process-specific needs.

Materials may include:

- found surfaces
- glues
- inks
- marker pens

RANGE STATEMENT

- pastels, crayons
- pencils, graphite, charcoal
- range of papers of different weights and textures
- vellum
- water based and oil based paints and mediums
- wood, board, canvas, fabrics.

Tools and **equipment** may include:

- a range of brushes
- air brush
- computer and software applications for illustration
- digital camera
- photocopier (black and white and colour)
- printer
- scanner
- self made pen from bamboo, feather (quill)
- spatulas, scrapers, sponges, sticks
- spray cans
- steel nibs in pen holders.

Safety requirements are in accordance with:

- Federal, State and Territory legislation, regulation and standards.

Preliminary visual representation may involve:

- computer-aided exploration
- sketching.

Criteria for the selection of the approach may include:

- access to materials, tools and equipment required for the production of the illustrative work
- access to specialist support services
- consistency with the brief for the illustrative work
- ease of application
- personal affinity with medium and materials.

Techniques may include:

- cartooning
- collage
- digital imaging
- drawing for animation

RANGE STATEMENT

- lettering, calligraphy
- line drawing
- mixed media
- stencilling
- tonal drawing
- water colouring, gouache or oil painting.

Testing and experimenting may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups, roughs or samples
- testing materials and their application.

The **approach** may encompass:

- aesthetic considerations
- choice of medium and materials
- solutions in terms of illustration
- the parameters of the brief.

Refining the approach may involve:

- adjustment to consideration of elements and principles of design
- adjustment to content
- adjustment to utilise the extended capabilities of the technique
- no change.

Documenting the approach may involve:

- final sketches
- material samples
- photographs
- written rationale or description.

Unit Sector(s)

Not Applicable

CUVDSP13B Research and apply techniques for the design of wearable objects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and apply techniques for the design of wearable objects. As this unit is introductory in nature, the outcome of the work could be a completed object, but is more likely to be a prototype or model for the object or an aspect of the object. The focus of the unit is on a general knowledge of the design techniques for wearable objects and the practical application of those techniques. This is a specialisation unit and refers to a specific design form. This work requires some guidance.

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

It is highly recommended that this unit be assessed with or after the following units:

- CUVDES05B Interpret and respond to a brief
- Core Design Units
- At least one of the drawing units relating to the representation of concept.

This unit also has strong linkages to units within the

Textiles, Clothing and Footwear Training Package and the Costume units within the Entertainment Training Package. Depending on the context, combined assessment and/or training with those units would also be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 brief for the design of a wearable object.**

- 1.1 Correctly interpret the specifications of ***the brief***.
1.2 Determine the user or client for the proposed ***object*** to inform design decisions.
1.3 Clarify ***specifications, parameters or constraints*** of the brief in consultation with relevant colleagues.
1.4 Source and evaluate ***information pertinent*** to the brief.

- 2 **Organise resources for wearable object**

- 2.1 Correctly identify the resources required for the design of wearable objects, including ***work space, materials, tools*** and ***equipment***.

ELEMENT	PERFORMANCE CRITERIA
design.	2.2 Prepare and care for resources in accordance with safety requirements and organisational requirements. 2.3 Follow storage and inventory procedures in accordance with organisational procedures.
3 Test design approaches for wearable objects.	3.1 Produce a preliminary visual representation of the brief. 3.2 Identify possible approaches to the design and establish criteria for the selection of the final approach. 3.3 Select appropriate materials, tools and equipment for the testing of approaches and techniques. 3.4 Test and experiment with a range of techniques and materials which might meet the requirements of the brief. 3.5 Evaluate testing processes against selection criteria and select the preferred approach based on the requirements of the brief. 3.6 Refine and accurately document the design approach based on testing processes.
4 Make the wearable object, prototype or model.	4.1 Evaluate the need for object fabrication and the scope of work required. 4.2 Select and organise materials, tools and equipment for fabrication in accordance with the design approach. 4.3 Safely make the object, prototype or sample ensuring consistency with the concept and the brief. 4.4 Present the object, prototype or model in accordance with the brief specifications.

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 brief and communicate design ideas
- numeracy skills sufficient to calculate quantities, proportions, costs.

Required knowledge:

- work and ideas of other designers of wearable objects
- formal elements and principles of design in relation to the design of wearable objects
- techniques materials, tools and equipment and their application to the designing and making of wearable objects
- capabilities of different types of equipment used in the manufacture of wearable objects
- common formats and features of briefs relating to the design of wearable objects
- history and theory of design in relation to the design of wearable objects
- copyright, moral rights and intellectual property issues and legislation and their relevance to the design of wearable objects.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- testing and use of a range of approaches and techniques for the design of a wearable object which are suited to the requirements of the brief
- knowledge of the processes and techniques used in the process of designing wearable objects.

EVIDENCE GUIDE

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the design of a wearable object to meet a brief.

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 objects designed by the candidate
- questioning and discussion
- review of visual documentation for the object
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to design and make wearable objects.

Range Statement

RANGE STATEMENT

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

- describes and specifies the work to be completed
- is usually prepared by commissioning body or organisation, e.g. supervisor, client, community

RANGE STATEMENT

	- organisation - may be written, diagrammatic, visual, verbal.
The wearable object to be designed and made may be the whole object, part of the object, a prototype or model and may include but is not limited to:	- accessories - costumes - fashion clothing - footwear - jewellery - millinery.
Specifications would be articulated in the brief and may refer to:	- audience - medium - purpose - style.
Parameters or constraints may refer to:	- budgeting and financing requirements - cost of production - number of items - outlets - time frames.
Information pertinent to the brief may be about:	- design standards - health and safety - industry standards - legal, contractual, ethical and copyright considerations - material characteristics and capabilities - stylistic considerations - technological considerations.
Work space needs may include:	- dry areas - dust extraction - lighting - process specific space needs - ventilation - wet areas.

RANGE STATEMENT

Materials may include:

- fabric, fibre, spun fibre, felt, straw
- found objects
- leather
- metal, wire, plastics, latex, acrylic, rubber
- paints, inks, dyes
- paper
- paper, cardboard, pulp
- plastics
- stones
- wood.

Tools and **equipment** relate to requirements for dressmaking, shoemaking and leather work, millinery and jewellery making and include among others:

- blocks
- hand tools
- lasts
- leather working tools
- metal working tools
- painting and dying equipment
- sewing machines for fabric and leather
- weaving equipment
- wood working tools.

Safety requirements are in accordance with:

- Federal, State and Territory legislation, regulation and standards.

Preliminary visual representation may involve:

- computer-aided drawing
- sketching
- mock-up.

Criteria for the selection of the approach may include:

- access to materials, tools and equipment required for the making of the object
- access to specialist fabricators
- consistency with the brief for the wearable object
- ease of manufacture
- personal affinity with medium and materials.

RANGE STATEMENT

The **approach** may encompass:

- aesthetic and stylistic considerations
- choice of medium and materials
- design solutions
- the parameters of the brief.

Techniques may include:

- crimping, lasting, inseaming, bottoming, treeing and finishing
- leather work
- metal work, casting, embossing, etching, engraving, stone setting
- painting, printing, dying
- sewing, knotting, weaving, knitting, stitching
- straw and felt blocking, weaving, trimming, embellishing, millinery stitching.

Testing processes may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials by applying stress tests, colour tests etc.

Refining the approach may include:

- adjustment to design
- adjustment to design considerations
- adjustment to utilise the capabilities of the techniques
- no change.

Documenting the concept may involve:

- final drawings
- illustrations, photographs
- material samples
- models
- specifications for fabrication
- written rationale or description.

Unit Sector(s)

Not Applicable

CUVDSP14B Research and apply techniques for the design of products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and apply techniques for the design of products. The nature of the products may vary greatly. As this unit is an introductory one, the outcome of the work could be a completed product, but is more likely to be a prototype or model for the product or an aspect of the product. The focus of the unit is on a general knowledge of the design techniques for products and the practical application of those techniques. This is a specialisation unit and refers to a specific design form. This work requires some guidance.

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

It is highly recommended that this unit be assessed in conjunction with or after the following units:

- CUVDES05B Interpret and respond to a brief
- Core Design Units
- At least one of the drawing units relating to the representation of the concept.

This unit also has strong linkages to units within a range of

other manufacturing-related Training Packages, e.g. Furniture and combined assessment and/or training with those units would also be appropriate.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 brief for the design of a product.**

- 1.1 Correctly interpret the specifications of ***the brief***.
- 1.2 Determine the user or client for the proposed ***product*** to inform design decisions.
- 1.3 Clarify ***specifications, parameters or constraints*** of the brief in consultation with relevant colleagues.
- 1.4 Source and evaluate ***information pertinent*** to the brief.

- 2 **Organise resources for product design.**

- 2.1 Correctly identify the resources required for the design of the product, including ***work space, materials, tools*** and ***equipment***.
- 2.2 Prepare and care for resources in accordance

ELEMENT**PERFORMANCE CRITERIA**

with **safety requirements** and organisational requirements.

2.3 Follow storage and inventory procedures in accordance with organisational procedures.

3 Test design approaches for products.

3.1 Produce a preliminary visual representation of the brief.

3.2 Identify possible approaches to the design and establish **criteria for the selection** of the final **approach**.

3.3 Select appropriate materials, tools and equipment for the testing of approaches and **techniques**.

3.4 Test and experiment with a range of techniques and materials which might meet the requirements of the brief.

3.5 Evaluate **testing processes** against selection criteria and select the preferred approach based on the requirements of the brief.

3.6 **Refine** and accurately **document** the design approach based on testing processes.

4 Make the product, prototype or model.

4.1 Evaluate the need for product fabrication and the scope of work required.

4.2 Select and organise materials, tools and equipment for fabrication in accordance with the design approach.

4.3 Safely make the product, prototype or sample ensuring consistency with the selected approach and the brief.

4.4 Present the designed product, prototype or model in accordance with the brief specifications.

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 brief and communicate design ideas
- numeracy skills sufficient to calculate material requirements and cost issues.

Required knowledge:

- work and ideas of other product designers
- formal elements and principles of design as they relate to product design in general and the specific product in particular
- techniques materials, tools and equipment and their application to product design and manufacture
- common formats and features of briefs relating to the design of products
- history and theory of design in relation to product design
- copyright, moral rights and intellectual property issues and legislation and their impact on the design 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.

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:

- testing and use of a range of approaches and techniques for the design of a product which are suited to the requirements of the brief
- knowledge of the processes and techniques used for the design of products.

Context of and specific

The assessment context must provide for:

EVIDENCE GUIDE

resources for assessment

- practical demonstration of skills through the design of a product to meet a brief.

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 items designed by the candidate
- questioning and discussion
- review of visual documentation for the product
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to design and make products.

Range Statement

RANGE STATEMENT

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

- describes and specifies the work to be completed
- is prepared by commissioning body or organisation, e.g. supervisor, client, community organisation

RANGE STATEMENT

- may be written, diagrammatic, visual, verbal.

The **product** to be designed and made may be the whole product, part of the product, a prototype or model and may include but is not limited to:

- architectural fixtures and fittings
- furnishings
- furniture
- hardware
- household, garden products
- kitchenware
- tableware
- toys.

Specifications would be articulated in the brief and may refer:

- audience
- medium
- purpose
- style.

Parameters or constraints may refer to:

- budgeting and financing requirements
- conditions of use of the product
- cost of production
- number of items
- setting
- time frames.

Information pertinent to the brief may be about:

- design standards
- health and safety
- industry standards
- legal, contractual, ethical and copyright considerations
- material characteristics and capabilities
- stylistic considerations
- technological considerations.

Work space needs may include:

- dry areas
- dust extraction
- lighting
- process specific space needs
- ventilation

RANGE STATEMENT

- wet areas.

Materials may include:

- clay, glass, plaster, sand, stone
- fabric, fibre, spun fibre,
- leather
- metal, sheet metal, wire, nails, screws
- paints, inks, binders, extenders, stains, lacquers, resins, glazes, oxides
- paper, cardboard, pulp
- plastics, latex, acrylic, rubber
- wood and wood based products.

Tools and **equipment** may include:

- brushes
- ceramics equipment
- computer and software.
- hand printing equipment and digital printers
- hand tools
- kiln and kiln furniture
- loom, needles, hooks, bobbins, pins
- measuring tools
- moulds and casting equipment
- power tools
- receptacles
- sewing machine
- soldering iron, smithing equipment, welding equipment
- spatulas

Safety requirements are in accordance with:

- Federal, State and Territory legislation, regulation and standards.

Preliminary visual representation may involve:

- computer-aided drawing
- mock-up
- sketching
- technical drawing.

RANGE STATEMENT

Criteria for the selection of the approach may include:

- access to materials, tools and equipment required for the making of the product
- access to specialist fabricators
- consistency with the brief for the product
- ease of manufacture
- personal affinity with medium and materials.

The **approach** may encompass:

- aesthetic and stylistic considerations
- choice of medium and materials
- design solutions
- the parameters of the brief.

Techniques may include:

- binding, fusing
- carpentry, cabinet making
- casting, moulding
- ceramics and glass forming
- digital imaging
- leather work
- metal work, smithing
- printing, photography
- sewing, knotting, weaving.

Testing processes may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials by applying stress tests, colour tests.

Refining the approach may include:

- adjustment to design considerations
- adjustment to design solution
- adjustment to utilise the capabilities of the techniques
- no change.

Documenting the approach may involve:

- final drawings, plans,
- illustrations, photographs
- material samples
- models

RANGE STATEMENT

- specifications for fabrication
- written rationale or description.

Unit Sector(s)

Not Applicable

CUVDSP15B Research and apply techniques for application to spatial design

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and apply techniques for application to spatial design. As this unit is introductory in nature, the outcome is most likely to be a model or maquette for a spatial design or the construction of an aspect of the overall design. It may be the design and realisation of the complete design for a small scale project. This is a specialisation unit and refers to a specific design form. This work requires some guidance.

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

It is highly recommended that this unit be assessed with or after the following units:

- CUVDES05B Interpret and respond to a brief
- CUVCRS03B Produce computer-aided drawings
- At least one of the drawing units relating to the representation of the concept
- Core Design.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 brief for the spatial design.

- 1.1 Correctly interpret the specifications of ***the brief***.
- 1.2 Determine the user or client for the proposed ***design*** to inform design decisions.
- 1.3 Clarify ***specifications, parameters or constraints*** of the brief in consultation with relevant colleagues.
- 1.4 Source and evaluate ***information pertinent*** to the brief.

2 Organise resources for spatial design.

- 2.1 Correctly identify the resources required for the design, including ***work space, tools and equipment***.
- 2.2 Prepare and care for resources in accordance with ***safety requirements*** and organisational requirements.
- 2.3 Follow storage and inventory procedures in accordance with organisational procedures.

ELEMENT**PERFORMANCE CRITERIA**

3 Test design approaches for spatial design.	3.1 Produce a preliminary visual representation of the brief. 3.2 Identify possible approaches to the design and establish criteria for the selection of the final approach. 3.3 Select appropriate tools and equipment for the testing of approaches and techniques. 3.4 Test and experiment with a range of techniques and materials which might meet the requirements of the brief. 3.5 Evaluate testing processes against selection criteria and select the preferred approach based on the requirements of the brief. 3.6 Refine and accurately document the design approach based on testing processes.
4 Fabricate a model or aspect of the design.	4.1 Evaluate the need for fabrication and the scope of work required. 4.2 Select and organise materials, tools and techniques for fabrication in accordance with the design approach. 4.3 Safely make the model or maquette ensuring consistency with the selected approach and the brief. 4.4 Present the work in accordance with the brief specifications.

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 brief and to communicate design ideas

Required Skills and knowledge

- numeracy skills sufficient to calculate quantities, costs, proportions.

Required knowledge:

- formal elements and principles of design in relation to spatial design
- techniques, materials, tools and equipment and their application to different areas of spatial design
- common formats and features of spatial design briefs
- general knowledge about other designers, their ideas, techniques and work
- history and theory of design in relation to spatial design
- copyright, moral rights and intellectual property issues and legislation and their relevance to spatial design.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- testing and use of a range of approaches and techniques for spatial design which are suited to the requirements of the brief
- knowledge of the processes and techniques used for spatial design in different contexts.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills through the development of a spatial design to meet the requirements of a brief.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential

EVIDENCE GUIDE

underpinning knowledge, and might include:

- evaluation of visual documentation of the spatial design
- evaluation of plans/ models produced by the candidate
- questioning and discussion
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to safely produce a spatial design or representation of a spatial design.

Range Statement

RANGE STATEMENT

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

- describes and specifies the work to be completed
- is usually prepared by commissioning body or organisation, e.g. supervisor, client, community organisation
- may be written, diagrammatic, visual, verbal.

RANGE STATEMENT

The spatial **design** work may include:

- exhibition design
- fit-outs for exterior spaces or environments
- foyer design
- installation for specific event
- office fit-outs
- set design.

Specifications would be articulated in the brief and may refer to:

- client needs
- dimensions
- purpose
- style.

Parameters or constraints may refer to:

- cost
- legal, contractual, ethical and copyright considerations
- material characteristics
- technology
- timeframe.

Information pertinent to the brief may be about:

- client's organisational background
- health and safety considerations
- legal, contractual, ethical and copyright considerations
- style considerations
- subject matter.

Work space needs may include:

- drafting table
- electronic equipment
- lighting and power requirements
- process-specific space needs.

Tools and **equipment** may include:

- brushes, containers
- camera, scanner
- computer
- hand tools
- ladders
- lighting equipment

RANGE STATEMENT

- power tools
 - printer
 - relevant software.
- Safety requirements** are in accordance with:
- Federal, State and Territory legislation, regulation and standards.
- Preliminary visual representation** may include:
- CADD
 - colour boards
 - photography/digital imaging
 - plan drawing
 - sample boards
 - sketching.
- Identifying possible approaches** includes:
- identifying possible design solutions
 - identifying possible realisation options, e.g. by means of a model, maquette, or by fabricating an aspect of the design.
- Criteria** may include:
- access to materials, tools and equipment required to realise the design
 - consistency with the brief for the spatial design
 - ease of manufacture
 - personal affinity with medium and materials.
- The **approach** to the brief encompasses:
- aesthetic considerations
 - choice fabrication options
 - design solutions
 - the parameters of the brief.
- Techniques** would depend on design solutions and realisation options selected and may include:
- carpentry
 - digital work
 - glass work
 - lighting
 - modelling
 - painting and decoration

RANGE STATEMENT

- photography
- projection
- surface decoration
- textile/fibre work.

Materials may include:

- cardboards, paper
- clays, modelling pastes
- fibres
- glass
- manufactured materials, e.g. tiles, panels, carpeting, textiles
- metals
- natural elements, e.g. water, light, wind, plants
- paints, glazes, stains
- plastics
- wood and/or wood products.

Testing processes may involve:

- exploring techniques by making practice pieces, test pieces, mock-ups or samples
- testing materials by applying stress tests, colour tests etc.

Refining the approach may include:

- adjustment to consideration of elements and principles of design
- adjustment to design solution
- adjustment to utilise the capabilities of the techniques
- no change.

Documenting the approach may involve:

- final drawings, plans, elevations
- illustrations, photographs
- models
- specifications for fabrication.

Unit Sector(s)

Not Applicable

CUVICS01B Contribute to workplace improvements

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This competency standard covers the skills required to observe the workplace and to generate ideas for improvement within the cultural industries. This entails being able to identify areas for improvement, generate appropriate ideas or solutions and evaluate their appropriateness. The standard relates to entry-level positions in the cultural industries and may include jobs such as assistant stage manager, arts administration assistant or photographer's assistant. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

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

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 areas for improvement.**

- 1.1 Own role and others are clearly identified.
- 1.2 Opportunities for improvement are identified.
- 1.3 ***Area for improvement*** is carefully checked and clarified.

2 **Generate ideas for improvement.**

- 2.1 A range of ***ideas/solutions*** is generated.
- 2.2 Information relevant to ***ideas*** is gathered.
- 2.3 Ideas are reviewed for relevance and practicality.
- 2.4 Suitable idea/s are developed further.

3 **Discuss idea/s with others.**

- 3.1 ***People*** who can contribute to the idea/s for improvement are identified.
- 3.2 Appropriate ***communication method*** is selected.
- 3.3 ***Feedback*** on idea/s is sought, discussed and considered.
- 3.4 Proposed idea/s for improvement is reviewed and developed in response to feedback.

ELEMENT	PERFORMANCE CRITERIA
4 Develop the idea/s for improvement.	4.1 Process for implementing idea/s is planned and explored. 4.2 Idea/s for improvement is presented to appropriate people.
5 Review the proposed improvement.	5.1 Process for development and implementation of idea/s is reviewed.

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 workplace procedures and work instructions
- communication, interpersonal and customer service skills in a socially diverse context
- ability to accept positive and negative feedback
- ability to observe details and changes
- ability to experiment with ideas
- presentation skills
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinions of others with an open mind.

Required knowledge:

- knowledge of organisational structure
- health and safety procedures
- cultural difference
- evaluation and review procedures
- creative thinking 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.

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:

- observation of problems and development ideas/suggestions for improvements to processes, procedures or systems in the workplace
- understanding of own role and the role of others
- ability to develop and evaluate own ideas and consult with relevant others.

Context of and specific resources for assessment

The assessment context must provide for:

- interaction with others to reflect the collaborative nature of the improvement 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 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 discussions and other collaborative activities to develop ideas
- oral or written questioning to assess knowledge of processes for developing and implementing ideas for improvement within the workplace
- presentation of a collection of relevant information, planning, and steps to implement identified improvements.

This competency standard should be assessed with other standards that make up a specific job function for a specific context within the cultural industries.

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Standards may include the following:

- CUFRES401A Conduct research
- FNSICGEN402B Participate in negotiations
- BSBCMM401A Make presentations
- CUVPHI04B Apply photoimaging lighting techniques
- CUVCRS08B Document the work progress
- CUVCRS02B Select sites and plan work

Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT

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

Checking the ***area for improvement*** involves:

- asking questions
- observing problems
- understanding current procedures and processes.

Ideas/solutions might be generated by:

- developing checklists and/or plans
- talking to colleagues or supervisors
- using brainstorming techniques
- visualising different ways of working.

Ideas might be developed by:

- the resources needed
- thinking through all aspects of the idea/s
- time required and so on.

RANGE STATEMENT

People who may contribute include:

- those who can challenge, support, fund, promote or provide technical knowledge for the idea/s.

Communication methods may include:

- by email
- by telephone
- face to face
- in a meeting
- in writing.

Seeking, discussing and considering **feedback** refers to:

- actively listening
- asking questions
- clarifying understanding and accepting the opinions and ideas of others
- occupational health and safety considerations should be taken into account as well as cross-cultural implications.

Planning the **process** includes:

- identifying all the steps required for implementing the idea/improvement.

Reviewing the **process** might involve:

- aspects that worked really well
- identifying possible solutions for future action
- identifying problems that were encountered.

Unit Sector(s)

Not Applicable

CUVICS02B Share ideas in the workplace

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to share idea/s with others in the workplace in a range of contexts within the cultural industries. This entails being confident in idea/s, selecting the most appropriate method to communicate it, accepting feedback and identifying areas for improvements. This competency standard has been designed to encourage employees to discuss and think about ideas they may have in relation to work practices, services or products in the industry. It relates to entry and operative level positions in the cultural industries in areas such as event organisers, sales functions in community arts facility/studio, stage design, public art, music studio or a graphic design studio. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 idea/s for communication	1.1. Advantages and disadvantages of idea/s are identified. 1.2. Information relevant to the idea/s is gathered. 1.3. <i>Effects</i> of the idea/s are identified. 1.4. Other possible <i>options</i> are considered.
2. Prepare for communication	2.1. <i>Relevant people</i> are identified. 2.2. Suitable <i>communication method</i> is selected. 2.3. Suitable time and place for communication is established. 2.4. <i>Responses</i> are anticipated and support for idea/s is developed.

ELEMENT	PERFORMANCE CRITERIA
3. Share idea/s	3.1.Idea/s is presented in appropriate way. 3.2. Feedback is sought, discussed and accepted. 3.3.Idea/s is modified accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to accept positive and negative feedback
- ability to observe details of people, objects and events
- presentation skills
- ability to experiment with ideas and modify them
- ability to recognise limitations and ask for help where needed
- ability to listen to ideas and opinions of others with an open mind
- ability to ask questions and seek clarification
- ability to follow organisational guidelines or work under supervision.

Required knowledge

- selecting appropriate communication methods
- organisational structure, such as who the relevant people in the organisation are and who to notify if there are problems
- evaluation and review 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

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • clear and confident definition of idea/s • effective expression of idea/s to others within a work context in the cultural industries • ability to actively listen for both positive and negative feedback and modify idea/s accordingly.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the improvement 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 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 discussions and other collaborative activities to develop ideas • oral or written questioning to assess knowledge of methods for sharing and communicating ideas within the workplace.
Guidance information for assessment	This competency standard should be assessed with other standards that make up a specific job function for a specific context within the cultural industries. Standards may include: • CUVPHI01B Source and apply photoimaging industry knowledge • CUSADM01A Purchase or hire equipment/supplies • CULMS410A Provide research assistance • CUVCOR03B Develop, refine and communicate concept for own work • CUVCRS01B Plan work for a nominated site • CUEMAR01B Assist with marketing activities • BSBDES402A Interpret and respond to a design brief Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not

EVIDENCE GUIDE

	be included in this particular Training Package.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 <i>effects</i> will include:	- the people who may be involved - the resources and processes needed to develop and implement the idea/s - the impact on the workplace.
Other <i>options</i> include:	considering other ideas and being open to make changes to the original idea.
<i>Relevant people</i> may include:	- peers - a supervisor - an area leader - a manager.
<i>Communication methods</i> refer to how and when you will present your ideas such as:	- face to face in a team meeting - in an informal discussion or one on one with a specific person - during an informal discussion - in writing - by email or telephone.
<i>Responses</i> can be anticipated by:	- visualising the meeting or discussion - thinking through both positive and negative aspects of the idea - identifying the questions and viewpoints of others.
Seeking, discussing and accepting <i>feedback</i> refers to:	- actively listening - asking questions - clarifying, understanding and evaluating - accepting and rejecting the opinions and ideas of others' as appropriate.

RANGE STATEMENT**Modifying** ideas involves:

- making improvements or developing your idea/s based on the feedback received.

Unit Sector(s)**Unit sector****Co-requisite units****Co-requisite units****Competency field****Competency field**

Research and Innovation

CUVICS03B Develop innovative ideas at work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills required to systematically generate and develop innovative ideas in the workplace. It is a generic standard, which may be customised for different work contexts within the cultural industries. This competency standard requires the skills to interpret or observe a need and develop a detailed idea. This requires the creative generation and discussion of a number of ideas or solutions and accepting positive and negative feedback. Ideas should be tested in order to establish and present a workable outcome which meets the needs of the end user. This standard of competency could be completed by anyone in the cultural industries above entry and basic operational levels. Its six elements cover all six <i>innovation @ work</i> skills which are central to innovative thinking. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 need for innovation	1.1.The need, brief or opportunity for <i>innovation</i> within workplace context is recognised. 1.2. <i>Assumptions</i> about products/processes are challenged to identify opportunities for innovation. 1.3.Possible future contexts and environments for the innovation are projected. 1.4.End <i>user requirements</i> are identified. 1.5.Resources and constraints are identified.

ELEMENT	PERFORMANCE CRITERIA
	1.6. Factors and ethical considerations that may impact on the idea are researched. 1.7. Relevant organisational knowledge is accessed. 1.8. Desired outcomes from innovation are identified.
2. Generate a range of ideas	2.1. Ideas are conceptualised using a range of creative thinking techniques. 2.2. Relevant knowledge to explore a range of approaches is applied. 2.3. Stimulation from alternative sources is sought. 2.4. Ideas are tested against the brief and other factors. 2.5. Preferred idea/s is selected.
3. Collaborate with others	3.1. Idea/s is developed in conjunction with relevant people. 3.2. Feedback is sought and accepted from relevant people in an appropriate fashion. 3.3. Idea/s is modified according to feedback. 3.4. A network of peers is established, maintained and utilised to develop the idea/s.
4. Reflect on idea/s	4.1. Idea/s is analysed from different perspectives using structured reflection. 4.2. Appropriate strategies are used to capture reflections. 4.3. Time is allowed for the development and analysis of idea/s. 4.4. Reflections are utilised to improve the idea/s.
5. Represent idea/s	5.1. An appropriate communication method is selected for the target audience. 5.2. The presentation of the idea/s is developed with the audience in mind. 5.3. The idea/s is presented to educate/inform the client. 5.4. The idea/s is modified according to client feedback.
6. Evaluate the idea/s	6.1. The idea/s is reviewed using appropriate evaluation methods to ensure it meets required needs. 6.2. The idea/s is modified 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
- active listening
- interpersonal skills
- network skills
- team work
- lateral thinking
- the ability to analyse self and external factors
- time management skills.

Required knowledge

- relevant technical, job and industry knowledge
- knowledge of organisational culture
- knowledge of social, environmental and work culture impacts
- knowledge of principles of 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 required to demonstrate competency in this unit

Evidence of the following is essential:

- accurate interpretation of a brief
- the creative generation of a number of ideas or solutions to meet the needs of an end user within specific contexts in the cultural industries.

Context of and specific resources for assessment

Assessment must ensure:

- interaction with others to reflect the collaborative nature of the development process.

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 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 discussions and other collaborative activities to develop ideas or solutions • oral or written questioning to assess knowledge of creative thinking techniques and methods for evaluating ideas or solutions.
Guidance information for assessment	This competency standard may be assessed with any other standards that make up a specific job function for a specific context within the cultural industries. It is probably of most use at AQF level 3 and above. Standards may include: • CULMS617B Undertake research • BSBDES402A Interpret and respond to a design brief • CUVCRS11B Select and prepare work for exhibition • CUVCON06B Develop concepts for arts organisations/projects • CUVPHI03B Research and apply information on the traditions which inform photoimaging practice Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Innovation</i> is:	the process of generating new ideas or solutions, or new uses for old ideas and making them useful or a means of improvement.
<i>Assumptions</i> can be about any convention in the workplace and might include:	- work process - product - materials - system - tools - working conditions.
The <i>user requirements</i> refer to:	- who will be using the end product - why it is needed - how it will be used - what advantages it will provide - where it will be used.
<i>Factors</i> impacting on the idea might include:	- aesthetic requirements - functionality - information available - OH&S and environmental considerations - budget - client preferences.
<i>Creative thinking techniques</i> include:	- brainstorming - visualising - making associations - building on associations - telling stories - creative writing - lateral thinking games - mind mapping - drawings - Six Thinking Hats - using prompts.
<i>Relevant knowledge</i> refers to:	- technical knowledge - information gained from books or videos - knowledge from different work areas and work colleagues.
<i>Stimulation from alternative</i>	reading books and industry journals

RANGE STATEMENT	
<i>sources</i> might come from:	• talking with colleagues and friends • visiting libraries • attending industry workshops • participating in networks.
<i>Relevant people</i> might include:	• colleagues • team members • supervisors • managers • clients.
Maintaining a <i>network of peers</i> can include:	• participating in forums • participating in industry training • attending workshops • becoming a member of a network.
<i>Communication methods</i> refer to how you will present your ideas, for example:	• writing a proposal • building a model • showing a film • presenting a talk • preparing a report • drawing a diagram.
<i>Educating/informing the client</i> refers to helping the client visualise and understand the idea/s and involves:	• actively listening • asking questions • accepting their opinion • explaining the proposal • clarifying the details.
<i>Reviewing</i> the idea might involve checking:	• that the idea can be implemented • that it meets the client/end user needs • that it meets best practice • assessing financial requirements.
<i>Evaluation methods</i> might include:	• developing checklists • discussing the process with colleagues or supervisors • writing a report of the outcomes.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

CUVICS04B Originate and develop a concept

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	The standard describes the skills and knowledge required for working with and developing a concept to that stage where it becomes the basis of a creative and effective product, service or process. It covers both the response to a brief or the development of a self-initiated proposal. It does not describe the skills needed for presentation of the proposal which are covered by other units. 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 standard has been developed for people whose job specifically involves designing products or services, concepts or outcomes in any sector of the cultural industries. It might be used by someone designing a new event concept, a concept for public art, a new graphic design package for a hotel/resort, a concept for multi-media installation, a concept for sound sampling, a marketing campaign, a concept for new gallery space and so on. The standard relates to specialist positions in enterprises such as the community development office of local government organisations, design studios, event management/promotion firms, artist-run co-operatives, theatres and galleries and museums. Examples of how this unit works in practice can be found in the Supporting Information section of the Training

	Package.

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. Interpret the brief or clarify need or opportunity	1.1. The brief, need or opportunity for innovation is explored. The context for the new <i>product</i> or service is investigated and clarified and the audience/user is

ELEMENT	PERFORMANCE CRITERIA
	determined. 1.2. The purpose, desired outcome or end product, broad content, style, cost, intended audience and other relevant factors of the brief, need or opportunity are clarified. 1.3. The purpose, goals, constraints and requirements of the final product/service/process are specified.
2. Develop a range of creative approaches	2.1. A range of different, innovative and creative approaches and concepts is generated. 2.2. Different approaches/concepts are reviewed for feasibility, innovation, creativity, and acceptability to client or audience. 2.3. Possible constraints are identified and the approaches/concepts are checked against these to determine feasibility. 2.4. The social, ethical and environmental impacts of the approaches/concepts are taken into consideration. 2.5. The effects and advantages of various combinations of activities, systems, processes, staff, materials for achieving a creative, innovative and appropriate outcome are investigated. 2.6. The concept(s) or approach(es) that achieve the required outcome in an innovative and feasible way are selected and draft proposals representing those approaches are documented in an appropriate format.
3. Seek opinions of colleagues and a range of creative and technical experts/specialists	3.1. Proposals are discussed with colleagues and specialists. 3.2. Creative and technical aspects of the proposals are clarified and expert advice sought where required. 3.3. Proposals are compared with best practice examples of similar products, services or processes.
4. Adjust and refine proposal on the basis of advice received and evaluation	4.1. Determine advantages and disadvantages of each approach/strategy based on criteria such as creativity, appropriateness to the user/audience, cost-effectiveness, level of risk, potential benefits and technical feasibility. 4.2. Proposals are evaluated and the approach which will result in achieving the desired outcome is selected.
5. Develop the concept to an operational level	5.1. A detailed specification for the product in terms of creativity, the audience/user, budget, and technical requirements is developed.

ELEMENT	PERFORMANCE CRITERIA
	5.2. The detailed specification is presented to the relevant parties for approval, funding or endorsement.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- the ability to use creative techniques to generate a range of innovative ideas
- the ability to communicate with a wide range of people
- research skills
- relevant technical knowledge
- appropriate ways of documenting creative proposals.

Required knowledge

- knowledge of past history of work in related areas
- knowledge of the social and environmental effects of possible approaches
- specialist knowledge relating to issues within the specific work contexts within cultural industries
- technical principles and knowledge appropriate to the area covered by the concept
- communication principles
- the variety of methods and materials 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 of the following is essential:

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	• generation and evaluation of creative and effective concepts • translation of an original idea into a concrete proposal which is documented and reviewed using appropriate methods.
Context of and specific resources for assessment	Assessment must ensure: • interaction with others to reflect the collaborative nature of the development 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 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 discussions and other collaborative activities to evaluate ideas or solutions • oral or written questioning to assess knowledge of the social and environmental impacts of relevant products, services or processes.
Guidance information for assessment	This competency standard could be assessed on its own or in combination with other competencies relevant to the job function within the cultural industries work context. The other standards would probably most appropriately be at AQF level 4 and above and may include: • CUVADM11B Work within an arts organisation context • CUVDES04B Integrate colour theory and design processes in response to a brief • CUVCON06B Develop concepts for arts organisations or projects Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 might include:	• commissioned art work • fabric designs • furniture design • marketing campaigns • new gallery concepts • photoimaging assignments.
Purposes of the product may include:	• provision of services to clients within the cultural industries.
Factors to be considered may include:	• access to technology • audience/user characteristics • cost effectiveness • level of skill and understanding required for implementation • need for additional staff training • resource requirements • technical feasibility.
Constraints to the project may include:	• availability of skilled experts and personnel • cost • equipment • finance • technical difficulty • time.
Formats for documentation may include:	• briefs for a consultant • descriptions of a creative proposal for in-house consideration • proposals to be submitted to a funding body or sponsor.
Appropriate colleagues and specialists to discuss proposals with may include:	• any staff who may be involved in the design or the implementation of the process • creative and administrative staff • personnel external to the organisation • technical specialists.

RANGE STATEMENT	
Project <i>specifications</i> may include:	• audience • budget • operational plan • ownership of final product • purpose • resources, e.g.: • human • plant and equipment • time.
Resources and equipment may include:	• computers, e.g.: • hardware • software • specialist staff required for successful development of the proposed product or service • others resources or equipment depending on the outcome required.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

CUVICS05B Lead a team to foster innovation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills and knowledge required to lead a workplace team in ways that foster innovative work practices in any sector of the cultural industries. It covers the skills that are needed by individuals who are leading work teams on individual projects or in work in general. The skills cover the requirements for encouraging innovation within individual team members as well as a team as a whole. They include how to put a team together and keep it working well, how to structure work and monitor its progress, how to ensure that the staff have the information and skills they need and how to apply <i>innovation @ work</i> skills to the leadership 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 competency standard relates to employees working within a supervisory or management position in any sector of the cultural industries. This may include areas such as galleries, museums, performance spaces, manager of artist-run co-operative, community workshops in remote areas, music studio, film studio, special event organisers, fashion design companies and so on. This may include managing a team within an office, at a temporary site office, studio, back stage and/or front of stage crews, outdoor photoshoot/film location, convention centre, managing an events team, tour crew, a sales team within a marketing department and so on. Examples of how this unit works in practice can be found in the Supporting

	Information section of the Training Package.

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. Provide a model of innovative practice	1.1. The value placed by the organisation on innovation is promoted and reinforced. 1.2. Case studies and examples of the use and benefits of

ELEMENT	PERFORMANCE CRITERIA
	innovative work practices within teams are shared with team members. 1.3. An example of the way innovation @ work skills can be applied is provided by the team leader. 1.4. The qualities of an effective team member are demonstrated by the team leader in working with the team.
2. Organise teams to maximise innovation	2.1. The performance requirements for the team are analysed. 2.2. Information is gathered about team members. 2.3. Strengths and weaknesses of individual team members are acknowledged. 2.4. Team roles are assigned to ensure a match between work requirements and individual team members' capacities. 2.5. Team members are selected to foster cross fertilisation of ideas.
3. Organise work assignments within team to facilitate innovative practices	3.1. Work is structured and organised to enable the use of <i>innovation @ work</i> skills. 3.2. Work assignments are communicated to team members in ways that encourage and reinforce team based innovation. 3.3. Tasks and activities are allocated to ensure the best use of team skills. 3.4. Work assignments include timelines that allow for innovation.
4. Provide guidance and coaching to team members on innovation in the workplace	4.1. Team members are encouraged to work collaboratively on work assignments. 4.2. Team members are encouraged to share work information, knowledge and experiences in their day-to-day work. 4.3. Team members are encouraged to seek external stimuli and knowledge and to set up and maintain networks. 4.4. Appropriate guidance is provided to team members on the use of <i>innovation @ work</i> skills. 4.5. Team members are coached to ensure they have the enabling skills to implement <i>innovation @ work</i> skills.
5. Monitor the team's ongoing use of	5.1. Team members are actively encouraged to reflect on activities and opportunities for improvement and

ELEMENT	PERFORMANCE CRITERIA
<i>innovation @ work</i> skills	innovation. 5.2. Team activities are evaluated based on feedback from team members, management, clients and other interested people. 5.3. Suggestions for work improvements made by team members are positively received and acted upon where appropriate. 5.4. Reviews of the application of <i>innovation @ work</i> skills are recorded and presented as appropriate. 5.5. The innovation process is reviewed and both positive and negative outcomes are discussed and constructively analysed.
6. Provide feedback on the use of <i>innovation @ work</i> skills	6.1. Team members are debriefed after work, training and evaluation exercises. 6.2. Feedback from review processes are discussed within the group and are used to inform future planning. 6.3. Successful innovations are celebrated in appropriate ways. 6.4. Problems in the use of <i>innovation @ work</i> skills are discussed in a constructive way.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- ability to apply *innovation @ work* skills in own work
- interpersonal skills
- communication and leadership skills
- motivational skills
- coaching skills
- counselling and consoling skills
- conflict resolution skills
- evaluation skills
- ability to give and receive feedback
- listening skills

REQUIRED SKILLS AND KNOWLEDGE

- matching staff competence to task requirements.

Required knowledge

- a knowledge of *innovation @ work* skills
- an understanding and commitment to innovation
- an understanding of leadership principles
- a knowledge of techniques for evaluating team performance
- an understanding of group dynamics in a team
- knowledge of coaching and learning principles.

Evidence Guide**EVIDENCE GUIDE**

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 skills and knowledge to provide leadership to a group or work team in a way which encourages the individual and team application of *innovation @ work* skills within specific job contexts in any sector of the cultural industries.

Context of and specific resources for assessment

Assessment must ensure:

- access to a group or work team.

Method of assessment

The following assessment method is 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 team based innovation activities
- oral or written questioning to assess knowledge of *innovation @ work* skills and methods for applying them to team based activities.

EVIDENCE GUIDE**Guidance information for assessment**

This competency standard could be assessed on its own or in combination with other standards relevant to management functions within a specific context in any sector of the cultural industries.

Standards may include:

- CUETEM01C Coordinate production operations
- BSBINN503A Build and sustain an innovative work environment

Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement**RANGE STATEMENT**

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

innovation @ work skills are the skills required to come up with and develop new ideas or the new use of an old idea. They are:

- collaboration
- evaluation
- generation of ideas
- interpretation
- reflection
- representation.

Most work activities can benefit from the application of **innovation @ work skills** including:

- coming up with new ideas for products, processes, services, systems, tools, work practices in all fields of work within the cultural industries

The **qualities of an effective team member** might include the capacity to be:

- collaborative
- equitable
- fair
- hardworking

RANGE STATEMENT	
	• reflective • responsible • sympathetic.
In order to match work activities to the team member, it is important to have information about individuals, which might include:	• interests • lifestyle preferences • past jobs • work preferences • working styles.
The team leader can encourage and reinforce team based innovation in many ways, for example:	• by allowing follow-through with ideas • by providing enough but not too much guidance and structure • by providing training and learning opportunities • through supportive communication.
Team members may collaborate with:	• clients • peers • subject experts • supervisors • team members • other learners.
External stimuli and knowledge could come from:	• journals • networks or technical experts, in Australia or overseas • other organisations • the Internet.
Guidance could include:	• coaching • counselling • mentoring • modelling • skills training.
Evidence of the application of <i>innovation @ work</i> skills might include:	• feedback from: • clients • managers • team members • other staff • work-related statistics and reports.
Successful innovations may be celebrated or rewarded through:	• articles in newsletters • positive feedback • presentation to peers and higher management • well-planned group incentive schemes.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

CUVICS06B Create an innovative work environment

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills and knowledge required to create a workplace environment that enables and supports the application of innovative practices within the cultural industries. This may include such areas as museums, galleries, community arts facility, theatres, venues, design studio, on-site photo shoot, film shoot, artist- run studio, special event venue, conference organisers and so on. The work environment includes all aspects of the workplace including working conditions and practices, management practices, physical layout and training and education. 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 relates to management-level jobs in any work context within the cultural industries. It is particularly applicable to managers of small businesses or business units or departments within larger organisations. Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

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. Implement work practices and procedures to support innovation	1.1. <i>Working conditions</i> are established which encourage the application of <i>innovation</i> in the workplace. 1.2. Processes are implemented to maximise the use of <i>innovation @ work skills</i>. 1.3. <i>Workplace procedures</i> are introduced and maintained to foster the <i>application</i> of innovation in the workplace.

ELEMENT	PERFORMANCE CRITERIA
	1.4. Collaborative work arrangements are facilitated to foster innovation.
2. Implement management practices to support innovation	2.1. The development of new ideas is actively supported and guided. 2.2. All ideas are positively received and constructive advice provided. 2.3. Relationships based on mutual respect and trust are established and maintained between management and staff. 2.4. Innovative work practice is exemplified in the way management approaches work and team responsibilities.
3. Promote innovation in the workplace	3.1. Staff's suggestions, improvements and innovations are acknowledged. 3.2. Innovation is celebrated and promoted by appropriate means. 3.3. The value placed by management on innovation is promoted and reinforced, in spite of the potential risks.
4. Create a physical environment which supports innovation	4.1. The physical environment is decorated to maximise creativity. 4.2. Workspaces are designed to encourage the cross fertilisation of ideas as well as the application of <i>innovation @ work</i> skills. 4.3. The workspace is designed to provide for the development of relationships between all members of the workforce within organisations in the cultural industries.
5. Provide information and learning opportunities to foster innovation	5.1. Relevant information, knowledge and skills are shared within the organisation. 5.2. Formal learning opportunities are provided to help develop skills needed for innovation in the workplace. 5.3. Active learning opportunities are created in which managers and staff 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

- interpersonal skills
- leadership skills
- encouraging supporting employees' achievements (on the use of *innovation @ work* skills)
- accessing interpreting and sharing information
- researching information
- freely discussing ideas and providing feedback.

Required knowledge

- an understanding of *innovation @ work* skills
- an understanding of basic management principles
- a knowledge of the ways workplace climate can affect employees' attitudes and performance
- an understanding of the benefits of coaching and learning opportunities for employees
- occupational health and safety requirements
- knowledge of factors that can motivate staff to apply innovative work practices
- knowledge of ways of rewarding performance in the workplace.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 and application of procedures and practices which support and foster innovative work practice within a specific work context in the cultural industries; for example:

EVIDENCE GUIDE	
	• management practices • work practices • procedures • office layout • project management approaches.
Context of and specific resources for assessment	Assessment must ensure: • access to a real or simulated work environment.
Method of assessment	The following assessment method is 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 applying procedures and practices to support and foster innovative work practice • oral or written questioning to assess knowledge of <i>innovation @ work</i> skills and methods for applying them to the work environment.
Guidance information for assessment	This competency standard could be assessed on its own or in combination with other relevant management units from the cultural industries training packages within a specific context in any sector of the cultural industries. Standards may include: • CUVADM05B Plan and develop information management systems • CUVADM01B Develop and implement arts administration systems and procedures Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT

RANGE STATEMENT

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

Working conditions might include:	• family-friendly leave entitlements • flexible working hours • social leave • study leave • time provided for coming up with ideas.
Innovation is:	• the process of creating a new idea or the new use of an old idea and developing it so it results in improvement.
innovation @ work skills include:	• interpretation • ideas generation • collaboration • reflection • representation • evaluation.
Workplace procedures might include those relating to:	• briefing processes • client relations • performance management • project management • staff meetings • training.
Processes that encourage the application of <i>innovation @ work</i> skills include a structured approach to activities which foster ideas, such as:	• collaborating • collecting data • creative thinking • future scanning • getting feedback • making suggestions • networking.
All types of work activities could benefit from the application of innovation, including the development of new:	• processes • products • programs • services • tools • work practices.

RANGE STATEMENT	
Collaborative work arrangements could include:	• working in teams or partnerships, on specific projects within: • a section • a cross section • vertical teams • working with supplier organisations or partner organisations.
Appropriate ways of celebrating and promoting successful ideas might include:	• congratulating the project team • ensuring management acknowledgment • providing a newsletter story about the idea • using the idea to help foster other ideas • well-planned group incentive schemes.
The physical environment might include:	• eating areas • external areas • relaxation areas • the location of different sections • workspace design and décor • workstation arrangements.
Information might include:	• information about other activities within the organisation • information from other parts of the organisation • organisational knowledge • policies • reports.
Methods for reflection and review might include:	• building review into project schedules • less formal review of work procedures • staff meetings • systematic collection of data.
Learning opportunities might include:	• coaching • conferences • formal training or education • informal training • information seminars • job rotation • mentoring • online learning.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

CUVICS07B Set up systems that support innovation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor	This competency standard covers the skills and knowledge required to conceptualise and design new systems that develop and support innovation in the workplace. The systems might be those that apply to human resource management, team management, organisational structures, product development, marketing or training and assessment. The systems can apply in any type and size of organisation within the cultural industries including museums, libraries, galleries, community arts facility, theatres, venues, cultural event/conference organisers, film studio, music studio, design studios and so on. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Examples of how this unit works in practice can be found in the Supporting Information section of the Training Package.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units	

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 research into organisation systems	1.1. <i>Reasons</i> for incorporating innovation into organisation systems are identified. 1.2. Resources and commitment required to implement innovation are identified. 1.3. <i>Goals</i> of a new innovative system are clarified. 1.4. Innovative systems in other organisations are researched. 1.5. Analysis of current organisational systems is carried out to identify <i>gaps or barriers</i> to innovation. 1.6. <i>Staff who can support and foster innovation</i> in the new systems are identified.
2. Generate innovative system options	2.1. Ideas for innovative <i>work systems</i> that will foster innovation are conceptualised using individual and

ELEMENT	PERFORMANCE CRITERIA
	group <i>techniques</i>. 2.2. The range of ideas are evaluated and discussed with workers and colleagues. 2.3. A system idea is selected that meets the workplace requirements and which is both feasible and innovative.
3. Develop plan for the innovative system	3.1. Analysis of the organisational structure is carried out to identify the impact of the new system on people, resources and finances. 3.2. Staff throughout the organisation who will be involved with, or affected by, the new system are <i>consulted</i>. 3.3. Financial impact of the new system is clarified and funds and resources are allocated. 3.4. Marketing or promotional strategy is developed to educate the organisation on the new system. 3.5. <i>Competencies</i> of the staff who will use the system are evaluated and a learning and development strategy is planned.
4. Trial the innovative work system	4.1. Draft plans for the innovation system are presented to the organisation staff and preliminary feedback is gathered. 4.2. The new system is trialled with a group within the organisation. 4.3. The trial is monitored and action is taken to streamline it where required.
5. Review the trial of the innovative system	5.1. The innovative system is reviewed in relation to its goals and the ways in which it fosters innovation in the workplace. 5.2. The innovative system is adjusted to reflect evaluation feedback.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

REQUIRED SKILLS AND KNOWLEDGE

- ability to interpret and analyse organisational requirements for work systems
- evaluation of staff competencies
- ability to plan the implementation of new systems
- ability to organise and implement training and learning activities to prepare workers and managers to implement a new work system
- research skills.

Required knowledge

- principles of innovation
- leadership and management theory
- an understanding of ways in which the system can contribute to innovation in the workplace
- a knowledge of various options for the system; and
- knowledge of innovation @ work 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 following is essential:

- demonstrated ability to design, trial and review more than one work system in more than one context; each work system should be planned and structured to contribute to the achievement of the organisation's mission and goals and to maximise opportunities for innovation by workers and managers in the workplace.

Context of and specific resources for assessment

Assessment must ensure:

- access to a real or simulated work environment.

Method of assessment

The following assessment method is appropriate for this unit:

- direct questioning combined with review of

EVIDENCE GUIDE	
	portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • direct observation of the candidate participating in team based innovation activities • review of oral or written presentation(s) demonstrating knowledge of how and why the work systems concerned fulfil the specified workplace requirements and foster workplace innovation amongst workers and managers.
Guidance information for assessment	This competency standard could be assessed on its own or in combination with other standards relevant to management functions within a specific context in any sector of the cultural industries. Standards may include: • CUVADM01B Develop and implement arts administration systems and procedures • CUSGEN03A Collaborate with colleagues in planning and producing a project Please note: the above is a generic list which may apply across the cultural industries. Some of the units may not be included in this particular Training Package.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Reasons for incorporating innovation into the organisation may include:	• continuous improvement • customer dissatisfaction • high staff turnover • to increase competitiveness.

RANGE STATEMENT	
Goals for innovation may include:	• changing the culture of the organisation • diversifying the business • generating more income • increasing staff numbers • winning more projects.
Gaps or barriers to innovation within the organisation might include:	• a hierarchical system of management • managers who do not accept new ideas • people not communicating with each other or sharing information • staff not being involved in decisions • teams who work in rigid and inflexible ways.
Work systems designed to foster innovation may include:	• human resource management • innovation reward systems • learning and development systems • product reviews • project management • quality management • team management.
Methods to identify staff who can support and foster innovation might include:	• job profile analysis • observations • questionnaires • surveys.
Individual and group techniques to conceptualise options for the new system may include:	• brainstorming • cost-benefit analysis • flow charts • jotting words • mind maps • process analysis • review of approaches/procedures used by competitors • SWOT analysis • value analysis • visual imagining • other creative thinking strategies.
Consultation at every level of the organisation may be through:	• email • informal interactions • interviews • memos • team meetings.

RANGE STATEMENT

Staff **competencies** to be evaluated in implementing the system will include the skill sets that underpin innovation that is:

- collaboration
- evaluation
- generating ideas
- interpretation
- reflection
- representation.

In addition, technical competencies will be required to support the system.

Unit Sector(s)

Unit sector	

Co-requisite units

Co-requisite units		

Competency field

Competency field	Research and Innovation

CUVIND501A Maintain 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 maintain industry knowledge and manage own professional practice within the creative arts 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 addresses the research, analysis, application and maintenance of information relevant to work roles within the creative arts industry. It involves industry structures and operations, employment obligations and opportunities, industry trends and emerging technologies and industry laws and regulations. The unit also addresses effective monitoring and participation in industry networks.

This unit underpins effective performance within the creative arts industry sectors and requires an advanced application of creative arts industry knowledge. The basic and intermediate application of creative arts industry knowledge is addressed in the following units:

- CUFIND201A Develop and apply creative arts industry knowledge

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

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 **Research and apply industry information.**

- 1.1 Research the structure and operation of the creative arts industries using appropriate sources.
- 1.2 Research ***employment obligations and opportunities*** within the creative arts industries using appropriate sources.
- 1.3 Monitor ***trends and emerging*** technologies within the creative arts industries using appropriate sources.
- 1.4 Research ***laws and regulations*** affecting the creative arts industries using appropriate sources.
- 1.5 Analyse, critique and share industry information with ***relevant personnel*** to assist own decision making and contingency planning.
- 1.6 Evaluate currency/credibility of information

ELEMENT**PERFORMANCE CRITERIA**

	sources and ensure research scope is sufficiently broad.
	1.7 Maintain accurate and comprehensive details of information sources.
2 Maintain effective industry networks.	2.1 Participate in networks and associations to maintain high standards of professional practice. 2.2 Use network strategies to establish and maintain relationships that enhance own professional practice. 2.3 Maintain dialogue with networks to maximise industry contacts and ensure currency/credibility of industry knowledge. 2.4 Communicate benefits of network participation with relevant personnel.
3 Enhance professional practice.	3.1 Seek feedback from relevant personnel to identify professional development opportunities. 3.2 Participate in professional development activities to improve work performance and ensure currency of industry knowledge. 3.3 Use industry affiliations and strategic alliances to support and maintain professional practice.

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:
 - obtain and interpret information to ensure currency of work practice
 - share industry information with colleagues and peers
 - work effectively in a team and acknowledge cultural protocols
- learning skills sufficient to:

Required Skills and knowledge

- identify opportunities to maintain and enhance industry knowledge
- identify own knowledge and information needs
- seek feedback/integrate constructive advice into own professional practice
- literacy skills sufficient to read and understand industry information/terminology
- numeracy skills sufficient to interpret relevant technical data
- planning and organising skills sufficient to monitor own work and introduce strategies to improve performance
- technology skills sufficient to access/download industry information.

Required knowledge:

- detailed 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
 - laws and regulations
 - trends and emerging technologies
- broad knowledge of key creative arts industry terminology
- copyright, moral rights, intellectual property and legislation and their impact on the creative arts industry
- etiquette and ethics as they apply to the creative arts industry
- impact of convergence in the creative arts industry
- nature, role and functions of unions and employer associations, including rights and responsibilities of employers and employees
- occupational health and safety requirements relevant to particular work contexts
- sources of information on the creative arts industry and ways of maintaining current industry 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.

EVIDENCE GUIDE

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to research, analyse, critique and apply industry information
- ability to maintain effective industry networks
- ability to enhance professional practice.

This unit 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.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of relevant and current creative arts industry information materials
- access to an appropriate environment to enhance professional practice
- access to appropriate technology to research and apply creative arts industry information
- access to relevant creative arts industry networks (including opportunity for collaboration)
- 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
- case studies to assess candidate's ability to research industry information and apply knowledge to different contexts and situations
- direct observation of candidate analysing,

EVIDENCE GUIDE

- critiquing and sharing industry information
- problem solving activities to assess candidate's critical thinking skills
- oral or written questioning to assess knowledge of technical/context issues that impact professional practice in a given industry context.

Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended. It should be noted that this unit underpins effective performance in all creative arts industry work practices, and as such could be assessed in conjunction with other operational and technical units at an equivalent level.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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:
- economic, historical and social significance of the creative arts industry
 - creative arts industry sectors and their products, services, revenue flow and interrelationships
 - local, regional, national and international creative arts enterprises
 - major industry bodies and associations
 - markets and distribution channels for products and services
 - prominent creative arts practitioners and practices
 - relationship with other industries
 - working arrangements within the industry.

RANGE STATEMENT

Creative arts industries may include:

- entertainment
- film, television, radio and interactive digital media
- museums and library services
- music
- visual arts craft and design.

Appropriate sources may include:

- attending creative arts industry events (community activities, conferences, conventions, exhibitions, expositions, festivals, functions, performances, trade fairs)
- electronic/print media (articles, journals, magazines, news, reviews, subscriptions)
- government publications (legislation, policy and procedures manuals)
- industrial relations publications (bulletins, letters, magazines, newsletters)
- industry publications (induction kits, information sheets, reference books, technical publications)
- internet
- libraries and archives (text, film, video, sound, graphic)
- lifestyle and contemporary issues magazines
- museums, galleries and studios
- peak copyright organisations
- personal observations and experience
- professional competitions and awards
- professional development activities (conferences, master classes, seminars, symposiums, training programs, workshops)
- retail/wholesale suppliers of products and services.

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
- roles, responsibilities and employment rights of individuals and contracted freelance workers
- union membership.

RANGE STATEMENT

Trends and emerging technologies may include:

- advances in any type of equipment or technology used within the industry
- changing nature of the marketplace (including marketing/production of products and services)
- cultural protocols
- funding policies
- government initiatives
- historical, emerging and predicted trends
- importing and exporting issues
- industrial relations
- industry contraction and/or expansion
- insurance issues
- likely effects of new technology on current work practices and structure of the industry
- sources of technical advice and support
- taxation issues
- ways of upgrading skills to allow for the use of new technology.

Laws and regulations may include:

- anti-discrimination
- consumer protection
- contempt of court and parliament
- copyright, moral rights, intellectual property, licensing and royalty
- defamation
- duty of care
- environmental issues
- equal employment opportunity
- importing and exporting
- industrial relations laws and awards
- insurance
- libel
- obscenity
- occupational health and safety
- plagiarism
- privacy legislation
- racial vilification
- slander

RANGE STATEMENT

- taxation.

Relevant personnel may include:

- agents
- artist managers
- colleagues/peers
- community representatives
- copyright/legal representatives
- current industry practitioners
- employee association (union) representatives
- industry association representatives
- industry managers
- mentors
- professionals from allied areas
- speakers at conferences and seminars.

Networks and associations may include:

- advisory committees
- chambers of commerce
- community organisations
- government agencies
- industry sector committees
- lobby groups
- local councils
- professional industry associations
- project specific consultative/reference groups
- specific interest or support groups
- suppliers
- unions
- work teams.

Network strategies may include:

- association membership
- conference participation
- distributing materials
- individual marketing
- maintaining regular contact
- seminar attendance
- society membership.

Unit Sector(s)

Not Applicable

Competency field

Competency field Professional Practice - Industry Context

CUVOPA01B Identify and describe opal

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit encompasses the skills and knowledge to identify opal from various sources, describe the type of opal and apply the principles of valuation.

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 knowledge and skills to identify and apply valuing principles to different types of opal based on sound understanding of how opal is formed, where it is found and the characteristics of the gemstones. The work is done in line with industry practice and may be applied in a range of environments from cutting and polishing to retailing, wholesaling, selling on the Internet or mining.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 knowledge of opal geology.**

- 1.1 Identify the geological conditions suitable for the ***formation of opal*** and explain the theories of opal formation.
- 1.2 Determine ***sources of opal worldwide and locations of opal fields in Australia.***

- 2 **Apply the principles of grading and quality assessment to**

- 2.1 Identify the principles used for valuing opals in terms of:
- ***base and background colours***
 - ***the predominant colours and patterns***

ELEMENT	PERFORMANCE CRITERIA
opal.	• <i>other factors that influence an opal's value.</i> 2.2 Apply <i>principles of valuing</i> to determine the potential value of opals.
3 Distinguish natural opal from man-made varieties.	3.1 Determine <i>the gemmological characteristics</i> of opal based on knowledge of varieties of opal found worldwide. 3.2 Select <i>gemmological instruments</i> to authenticate <i>natural opal</i>. 3.3 Use the selected instruments to authenticate opal. 3.4 Identify <i>substances used to simulate opal and synthetic opal-like substances</i> and compare their characteristics to natural opal.
4 Identify and describe the different types of opal using correct opal nomenclature and terminology.	4.1 Identify <i>opals of various types</i> and describe them using correct terminology. 4.2 Develop a general awareness of types of <i>opal treatments</i> and determine which are acceptable in the industry.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills to describe and document identification information
- basic research skills
- skills in using gemmological equipment.

Required knowledge:

REQUIRED SKILLS AND KNOWLEDGE

- industry sources of information
- valuation systems
- functions of various industry sectors, for example mining dealing, manufacturing jewellery etc
- accepted terminology.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

Assessment must confirm accurate identification and description of the characteristics of the different types of opal using correct terminology and equipment in a variety of work environments, and the ability to apply principles of valuation and determine the authenticity of opal materials.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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.

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

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communities and those with interrupted schooling).

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable 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.

Formation of opal may include:

- opal combining with other minerals
- opal formed in a sedimentary deposit
- opal formed in a volcanic deposit (Igneous)
- opal formed in erratic boulders
- opal formed in replacement cavities (nobbies, glauberite xls.)
- opal formed in seams
- opal formed in volcanic and erosion sediments
- opal replacing fossils
- opal replacing wood.

Sources of opal worldwide may include:

- Australia
- Brazil
- Hawaii
- Indonesia
- Mexico
- Slovakia
- USA.

RANGE STATEMENT***Locations of opal fields in Australia*** may include:

- New South Wales - Lightning Ridge, White Cliffs
- Queensland - various places including Winton, Quilpie, Jundah, Yowah
- South Australia - Coober Pedy, Mintabie, Andamooka.

Base and background colours may include:

- black
- boulder - ironstone
- dark
- light.

Predominant colours and patterns may include:

- colours such as but not limited to:
 - blue
 - green
 - orange
 - red
 - violet
 - yellow
- patterns such as but not limited to:
 - broad
 - Chinese writing
 - flagstone
 - harlequin
 - peacock tail
 - pin fire
 - rolling flash
 - sheen
 - straw.

Other factors that influence an opal's value may include:

- availability of supply
- economic climate
- mining restrictions
- origin
- political situation
- rarity
- weight
- whether the sale is wholesale or retail.

RANGE STATEMENT

Principles of valuing may include:

- body colour
- brilliance
- inclusion/imperfections
- pattern
- play of colour
- predominant colour
- quality of cut (shape/proportions)
- shape
- size/weight
- thickness of colour bar
- type.

The gemmological characteristics may include:

- chemical composition
- colour
- fracture
- hardness
- phosphorescence
- refractive index
- specific gravity.

Gemmological instruments may include:

- microscope
- refractometer
- S.G. scales
- standard 10X loupe
- ultraviolet lamps
- also the naked eye gives a good judgment.

Natural opal is classified as:

- common opal and potch - opal which does not exhibit a play of colour
- precious opal - exhibiting a play of colour.

Substances used to simulate opal and synthetic opal-like substances may include:

- simulants - Gilson opal
- synthetics - for example plastics; slocum stone.

RANGE STATEMENT

Opals of various types may include:

- composite natural opal - doublets; triplets; mosaic and chip opals
- natural opal type 1 (opal in one piece in its natural state apart from cutting and polishing)
- natural opal type 2 - opal naturally attached to the host rock - boulder opal
- natural opal type 3 - opal intimately diffused as infilling in pores or between the grains of the host rock - matrix opal
- varieties of opal:
(N1 to N9 represents gradation from black to white in approximately 10% intervals)
 - black - opal which shows a play of colour within or on a black or very dark body tone (N1, N2, N3, N4)
 - dark - opal which shows a play of colour within or on a dark body tone (N5, N6)
 - light - opal which shows a play of colour within or on a light body tone (N7, N8, N9).

Opal treatments may include: • treatments applied to improve appearance, structure or durability

Note: Any treatment other than cutting and polishing must be disclosed.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA02B Handle and store rough and cut opal

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers handling and storage of rough and cut opal and procedures to minimise damage and loss.

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 analytical and manual skills needed in handling rough and cut opal, documenting all details of the opal and putting in place appropriate procedures to control stock and prevent accidental loss, theft or damage to the gems. It may be applied in a range of environments from cutting and polishing to retailing, wholesaling, selling on the Internet or mining.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Handle and store rough and cut opal.**

- 1.1 Document source, origin and ***types of rough opal***.
- 1.2 Identify ***appropriate storage conditions and locations*** for various types and classes of opal.
- 1.3 Identify ***ways in which damage might occur*** to rough and cut opal and take ***preventative measures***.
- 1.4 Grade opals if required.
- 1.5 Weigh and bag opals and store appropriately.

ELEMENT**PERFORMANCE CRITERIA**

2 Use processes that minimise loss and theft.	2.1 Identify areas of risk and evaluate process employed for handling and processing gems. 2.2 Determine strategies for managing risk and ways to safeguard opals. 2.3 Implement risk minimisation strategy. 2.4 Document all facts about the opals and all procedures thoroughly.
3 Control stock.	3.1 Identify an appropriate stock control system . 3.2 Establish procedures for stock control. 3.3 Follow stock control procedures to manage and monitor stock. 3.4 Maintain records of stock.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- sample identification
- classing
- weighing skills
- problem solving
- recording and stock control procedures.

Required knowledge:

- origin of the types and forms of opal
- knowledge of types of cutting styles
- procedures for handling and storage
- areas of risk of theft.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

Assessment must confirm knowledge of the handling and storage of opal in the work environment.

In particular, assessment must confirm the ability to:

- Identify, explain and apply safe and appropriate procedures for the handling and storage of rough or cut and polished opal.
- Be able to evaluate the areas where there is risk of loss and theft and follow risk minimising procedures.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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.

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 with interrupted schooling).

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

EVIDENCE GUIDE

Assessment of this competency requires access to:

- various samples of rough and cut opal; scales, storage locations, bags, recording materials
- a qualified workplace assessor or assessment 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.

Types of rough opal may include:

- composite natural opal - doublets; triplets; mosaic and chip opals
- natural opal type 1 (opal in one piece in its natural state apart from cutting and polishing)
- natural opal type 2 - opal naturally attached to the host rock - boulder opal
- natural opal type 3 - opal intimately diffused as infilling in pores or between the grains of the host rock - matrix opal
- varieties of opal:
(N1 to N9 represents gradation from black to white in approximately 10% intervals)
 - black - opal which shows a play of colour within or on a black or very dark body tone (N1, N2, N3, N4)
 - dark - opal which shows a play of colour within or on a dark body tone (N5, N6)
 - light - opal which shows a play of colour within or on a light body tone (N7, N8, N9).

Appropriate storage conditions and locations may

- depending on the value: in safe; in designated locked cupboard

RANGE STATEMENT

include:

- display boxes/pockets
- display cases
- individually bagged
- not in a dehumidified atmosphere
- safes and deposit boxes
- under lock and key.

Ways in which damage to rough or cut and polished opal might occur may include:

- dehydration
- doublets and triplets should not be immersed in water
- exposure to halogen lights (12v)
- extremes of temperature
- general wear and tear
- rough handling
- surface damage/scratching.

Preventative measures for cut and polished opal may include:

- humidifying atmosphere
- keeping in bags.

Areas of risk may include:

- lack of documentation
- misplacement
- theft.

Strategies for minimising risk and safeguarding opal may include:

- alarm systems
- banks (deposit boxes - not in dehumidified boxes or safes)
- display cases
- insurance
- lighting
- photographing
- safes
- scanning
- security locks
- systematic approach to storage and handling
- thorough recording/documenting
- use of standard procedures for handling, storage

RANGE STATEMENT

and documentation.

Stock control system may be: • manual or electronic

Note: for small businesses the stock control system may be very simple.

Stock may be:

- cutting and polishing consumables
- equipment for production cutting
- rough or cut opal.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA03B Complete precutting processes for solid opals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers skills and knowledge required to determine market needs as a basis for decision-making, to plan the stones to be cut and complete the precutting processes. It includes documenting and recording all aspects of the procurement and cutting 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 requires the application of research skills to determine market preferences for buying of cut and polished opal so that decisions can be made on how to cut the opal to gain the best yield and show of colour. It also covers the ability to carry out all the precutting planning, cleaning and preforming of the gemstone while working safely with materials and equipment. Advanced processes needed for pre-cutting black and boulder opals is covered by CUVOPA13B Apply advanced pre-cutting processes to complex opals

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Survey market requirements as a basis for making a decision on opal cutting strategy.**

- 1.1 Establish the current client ***opal buying preferences*** (cut and polished) in the retail, and wholesale markets.
- 1.2 Determine the Internet buying preferences for cut and polished opal.
- 1.3 Document client buying preferences for cut and polished opal.

ELEMENT**PERFORMANCE CRITERIA**

2 Weigh opal and record information.	2.1 Weigh opal before cleaning as a basis for determining yield. 2.2 Record <i>relevant information</i> .
3 Clean and orient opal to determine yields and shape.	3.1 Make an assessment of the stone and consult with supervisor, colleagues, client or other appropriate persons. 3.2 Rub down (clean) to expose the colour face using <i>appropriate equipment</i> . 3.3 Determine best orientation for gemstone. 3.4 Establish the top and bottom of the stone. 3.5 Remove <i>unwanted material</i> . 3.6 Check for internal flaws with powerful light source. 3.7 Determine where to cut the stone (or stones) to maximise value taking yield and colour play into consideration and cut stone.
4 Process opal to pre-form state.	4.1 Remove unwanted material from the planned gemstones using appropriate equipment. 4.2 Grind to the desired shape. 4.3 Check for internal flaws and correct if necessary.
5 Follow OHS principles when operating machinery.	5.1 Follow all <i>general OHS principles and Safe Operating Procedures</i> when using machinery, tools, materials and equipment for opal cutting.

Required 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
- use of appropriate equipment
- planning skills
- ability to determine colour and yield to achieve greatest value.

Required knowledge:

- characteristics of opal gemstone structure
- the importance of achieving yield when cutting a gemstone
- market trends and industry 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm knowledge of the current buying trends, retail, wholesale and Internet. Based on this information and knowledge of opal structure and value, decisions are made on what the final product should be and how to cut the stone to achieve the desired outcome maximizing the yield and colour play from each stone. Assessment must confirm the safe completion of cleaning and shaping and preforming.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

EVIDENCE GUIDE

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.

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.

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 with interrupted schooling).

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Assessment of this competency requires access to:

- a computer
- an opal cutting workshop
- a qualified workplace assessor or assessment 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.

Determining *opal buying*

- accessing Internet auction sites

RANGE STATEMENT

preferences may involve:

- accessing Internet opal specific sites
- making contact with opal dealers
- making contact with opal-cutters
- phoning jewellery wholesalers
- phoning other jewellers
- talking with local jewellery store owner
- targeting opal specific stores.

Relevant information to be recorded may include:

- date of purchase
- description
- description of area where mined
- field
- mining lease number
- number of classes
- purchase price
- type of opal
- vendor
- weight.

Appropriate equipment may include:

- cleaning equipment
- diamond grinder
- diamond sawing
- free-hand saw
- silicon carbide grinder
- slab saw
- trim saw.

Unwanted material may include:

- cracked material
- iron stone
- materials with inclusions or stains
- matrix
- poor colour
- potch
- sandstone.

General OHS principles and Safe Operating Procedures

- complying with the safe operating procedures for each machine
- good housekeeping, in particular avoiding

RANGE STATEMENT

sheet may include:

- contaminants
- using personal protective equipment where required.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA04B Cut and polish an opal solid

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers skills and knowledge required to cut and polish an opal solid to make a finished cabochon or other shapes from a preformed stone.

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 covered by this unit are applied in a workshop environment and include all phases of the process for cutting a variety of opal shapes to accepted industry standards and the safe use of the equipment.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 cut an opal solid.

- 1.1 Identify and obtain ***consumables*** required for cutting an opal solid.
- 1.2 Select tools, and ***equipment*** to be used.
- 1.3 Determine ***jewellers' cutting angle*** requirements.
- 1.4 ***Dop*** preform on appropriate dop stick using wax or adhesive as appropriate.

2 Cut and polish top surface of

- 2.1 Fine grind ***shape and dome*** ensuring continuity of contour and maintaining jewellers setting

ELEMENT	PERFORMANCE CRITERIA
opal.	angles. 2.2 Sand opal to remove grinding marks using appropriate sanding papers or diamond wheel. 2.3 Polish top surface of opal with polishing compound to a high lustre.
3 Cut and polish back surface of opal.	3.1 Remove stone from dop, turn over and replace on dop checking alignment. 3.2 Grind the back of the stone to jewellers' standards maintaining continuity of form and alignment. 3.3 Sand to remove grinding marks and polish if required. 3.4 Remove the stone from the dop and clean.
4 Treat opal (Andamooka type matrix opal) specimen.	4.1 Select opal specimen for treatment and check to ensure it will benefit from treatment. 4.2 Grind sand and polish selected area. 4.3 Treat the selected area. 4.4 Clean or neutralise as required.
5 Follow OHS principles when operating opal cutting and polishing equipment.	5.1 Follow all general OHS principles and Safe Operating Procedures when using tools, equipment, machinery and consumables for opal cutting.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

REQUIRED SKILLS AND KNOWLEDGE

- use of appropriate equipment
- ability to select the appropriate consumables.

Required knowledge:

- characteristics of opal gemstone structure
- processes and consumables needed for cutting and polishing opals.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

Assessment must confirm knowledge of the processes for cutting and polishing opals in a range of shapes and the skills to achieve a high quality finish that satisfies the requirements of the jewellery industry.

Context of and specific resources for assessment

This unit may be assessed in a work environment or in a simulated work environment or in a combination of these situations.

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.

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

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speakers of languages other than English, remote communities and those with interrupted schooling).

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Assessment of this competency requires access to:

- an opal cutting workshop
- a qualified workplace assessor or assessment 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.

Consumables may include:

- cerium or tin oxide
- cleaning spirit
- diamond or silicon-carbide wheels #220 or #360
- diamond polishing compound #2400 to #100000
- diamond polishing wheels #3000 to #50000
- diamond sanding wheels #280 to #1200
- felt or leather buffs
- silicon-carbide sanding paper #180 to #600
- wax or adhesives for dopping.

Equipment may involve:

- appropriate ventilation
- grinding machinery
- personal protective equipment
- polishing machinery
- sanding machinery
- saws.

RANGE STATEMENT

Jewellers' cutting angle requirements may include:

- 10° to 12° side angle (from setting edge to start of dome)
- 35° to 45° back setting edge (standard solid)
- all sharp edges or acute angles be slightly rounded (optional)
- flat or domed back
- high overall polish and free of defects
- proportions of low, medium and high domes be maintained
- sanded or polished back
- setting edge to be straight and parallel to back
- thickness of stone not to exceed 2/3 of width (standard solid)
- tolerance for standard millimetre sizes, 0.2mil. + or -
- when leaving potch or boulder on back of stone, maintain proportions in relation to stone size, i.e. approx. 2/3 of width.

Dop may include:

- hot or cold dopping

Note: cold dopping is preferred as hot dopping may damage the opal and cold dopping is preferable for long term stability.

Shape and dome may include:

- a variety of other shapes
- cabochon
- dome - high, medium, low
- free form
- rectangles
- shapes.

Treatment may include:

- Sugar and acid treatment or sugar and heat treatment for Andamooka matrix (other treatments are used but are not acceptable in the industry)

Note: if opal is treated or in any way altered other than cutting and polishing, the treatment must be disclosed to prospective buyers.

RANGE STATEMENT

General OHS principles and Safe Operating Procedures may include:

- complying with the safe operating procedures for each machine or process
- good housekeeping
- using personal protection equipment where required.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA05B Complete pre-cutting processes for opal doublets and triplets

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers skills and knowledge to select and prepare opal and backing materials for cutting as doublets or triplets and complete all precutting processes. It includes documenting and recording all aspects of the procurement and cutting 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 includes the identification of materials suitable for making into doublets and triplets and selection of backing materials and glues for making the doublets or triplets. It also covers the ability to carry out all the precutting planning, cleaning and preforming of the gemstone while working safely with materials and equipment.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 opal for cutting as an opal doublet or triplet.**

- 1.1 Select ***suitable materials*** for cutting as a doublet or a triplet based on market requirements and characteristics of the stone.
- 1.2 Determine best play of colour and mark that side.
- 1.3 Check for flaws with powerful light source and correct if necessary.

- 2 **Flatten opal and base.**

- 2.1 Flatten opal on marked side (this will be the best play of colour side) until surface is free of

ELEMENT**PERFORMANCE CRITERIA**

- potch and impurities and completely down to the colour bar using **appropriate equipment**.
- 2.2 Select **backing materials** and flatten.
- 2.3 Lap opal and base until flat satin finish is obtained.
- 2.4 Clean and dry opal and base.
- 3 **Cement components together.**
- 3.1 Blacken flattened surface with appropriate **blacking agent**.
- 3.2 Mix **adhesive** to manufacturers' instructions.
- 3.3 Ensure stone is cemented with the best colour face down.
- 3.4 Cement flattened surfaces together eliminating excess adhesiveness and air bubbles.
- 3.5 Allow adhesive to harden following manufacturers' instructions.
- 4 **Preform opal doublet.**
- 4.1 Grind stone to expose join between opal and backing.
- 4.2 Grind stone to expose best colour.
- 4.3 Grind to rough shape.
- 5 **Convert doublet to triplet.**
- 5.1 When working with a very thin opal layer, manufacture a triplet.
- 5.2 Lap the colour surface of the opal until a thin layer of opal remains on the backing.
- 5.3 Clean and dry stone.
- 5.4 Cement manufactured **triplet top** or preferred alternative to the opal surface eliminating excess adhesive and air bubbles.
- 5.5 After curing, grind the stone to expose both joins.
- 6 **Follow OHS principles when operating machinery.**
- 6.1 Follow all **general OHS principles and Safe Operating Procedures** when using machinery for opal cutting.

ELEMENT**PERFORMANCE CRITERIA**

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- use of appropriate equipment and consumables
- ability to work safely with opal cutting equipment and materials.

Required knowledge:

- the materials that are most suitable for making doublets or triplets
- the equipment and consumables needed for making doublets and triplets.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

To achieve competency in this unit, a person must be able to select appropriate materials for making into a doublet or triplet and complete all pre-forming processes using safe working practices.

Assessment must confirm the ability to select the materials for making into a doublet and to make decisions on how to cut the material and what the final product should be. It involves preparing the opal and the backing material, flattening the stone and backing and cementing the two together. It also involves using the same skills to make a triplet from a very thin opal

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layer with a transparent triplet top.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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, evaluation of the final product and other methods as required.

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 with interrupted schooling).

Assessment of this competency requires access to:

- an opal cutting workshop
- a qualified workplace assessor or assessment 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

RANGE STATEMENT

operating conditions that may be present with training and assessment (depending on the work situation needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Suitable material may include:

- multiple bars of colour with potch between
- off-cuts from solid production
- opal from unsuitable boulder iron stone
- opal prone to crack (triplet only)
- opalised shell skins
- thin bar of colour in potch
- thin seam opal
- weak colour on a clear base (jelly opal).

Appropriate equipment may include:

- diamond grinder
- diamond saw
- free-hand saw
- silicon carbide grinder
- slab saw
- trim saw.

Backing materials may include:

- black jade
- black potch (best)
- boulder iron stone
- clear or transparent potch
- dark grey potch
- glass (triplet only)
- obsidian (black)
- vitrolite (triplet only).

Blackening agents may include:

- black epoxy additives
- black permanent markers
- nigrosine.

Adhesives may include:

- Loctite UV 358 or 363 (triplet top to opal)
- UHU Plus 24hr (opal to backing)
- other glues, such as UHU Quickset, MEGAPOXY 69, EPOXY 330, TENAX+ super glue, BOND 527, TITE ON.

RANGE STATEMENT

Triplet top materials may include

- clear quartz
- commercial standards size triplet tops
- glass, plain or plate
- lead crystal glass
- synthetic spinel, corundum, topaz.

General OHS principles and Safe Operating Procedures sheet may include:

- complying with the safe operating procedures for each machine
- good housekeeping
- using personal protection equipment where required.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA06B Cut and polish an opal doublet/triplet

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers skills and knowledge required for the cutting and polishing of both opal doublets and triplets.

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 covers the skills needed to make a finished doublet or triplet from preformed materials. The skills and knowledge covered by this unit are applied in a workshop environment and include all phases of the process, using various types of opal and trade accepted backing mediums and the safe use of the equipment. Jewellers setting requirements are adhered to and industry standards maintained.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 cut an opal doublet.	1.1 Identify and obtain <i>consumables</i> required for cutting and polishing an opal doublet or triplet. 1.2 Identify <i>equipment</i> to be used. 1.3 Determine <i>jewellers' cutting angle</i> requirements. 1.4 Dop preform on appropriate dop stick using <i>wax or adhesive</i>.
2 Cut and polish an opal doublet.	2.1 Grind to relevant <i>shape</i> using colour pattern and play as a guide. 2.2 Grind to shape incorporating jewellers side angles, including backing into shape. 2.3 Dome the top of doublet, leaving a minimum of 1mm above join at side angle. 2.4 Sand and polish top and sides of opal doublet. 2.5 Turn stone over and re-dop. 2.6 Grind, sand and polish backing at jewellers angles. 2.7 Remove stone from dop and clean.

ELEMENT**PERFORMANCE CRITERIA**

3 Cut and polish an opal triplet (<i>commercial top</i>).	3.1 Dop stone on top of <i>triplet top</i>. 3.2 Grind backing thickness down to approximately 1mm. 3.3 Grind edge of backing at approx. 30° until the edge of the triplet top is met. 3.4 Sand and polish backing. 3.5 Remove stone from dop and clean.
4 Cut and polish an opal triplet (<i>non commercial top</i>).	4.1 Dop pre-form with glass/quartz on top. 4.2 Shape stone like high domed doublet on grinder. 4.3 Transform opal colour optically into whole of dome. 4.4 Sand and polish top and sides of stone. 4.5 Turn stone over and re-dop on top surface. 4.6 Grind backing thickness to 1mm. 4.7 Grind setting edge angle at 30°, until 1mm into top, under- cutting backing. 4.8 Sand and polish bottom and setting edge and remove any chipping that may occur around edge of top. 4.9 Remove stone from dop and clean.
5 Follow OHS principles when operating opal cutting and polishing equipment.	5.1 Follow <i>general principles of OHS</i> for working in an opal cutting workshop.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- safe use of appropriate equipment
- grinding, sanding and polishing skills
- Opal Cutting and Polishing

Required knowledge:

- the characteristics of opal that make it suitable for use as a doublet or triplet
- knowledge of the materials used in doublets and triplets
- processes to be used in making a doublet or triplet.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

To achieve competency in this unit, a person must be able to cut and polish doublets and triplets from a range of types of opal using appropriate consumables and equipment.

Assessment must confirm knowledge of the use of appropriate consumables and equipment to produce opal doublets and triplets using commercial and non-commercial triplet tops to accepted industry standards. Assessment must confirm the safe completion of the cutting, polishing and cleaning processes and safe use of the equipment and consumables.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

EVIDENCE GUIDE

Context of and specific resources for assessment

This unit may be assessed in a work environment or in a simulated work environment or in a combination of these situations.

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, evaluation of the final product and other methods as required.

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 with interrupted schooling).

Assessment of this competency requires access to:

- an opal cutting workshop
- a qualified workplace assessor or assessment 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.

Consumables may include:

- cerium or tin oxide
- cleaning spirit

RANGE STATEMENT

- diamond or silicon-carbide wheels #220 or #360
- diamond polishing compound #2400 to #100000
- diamond polishing wheels #3000 to #50000
- diamond sanding wheels #280 to #1200
- felt or leather buffs
- personal protective equipment
- silicon-carbide sanding paper #180 to #600.

Equipment may include:

- grinding machinery
- polishing machinery
- sanding machinery
- saw.

Jewellers' cutting angle requirements may include:

- 10° to 12° side angle (from setting edge to start of dome)
- all sharp edges or acute angles be slightly rounded (optional)
- flat or domed back
- high overall polish and free of defects
- sanded or polished back
- setting edge to be straight and parallel to back
- tolerance for standard millimetre sizes, 0.2mil. + or -

Wax or adhesives for dopping may include:

- any 5min. adhesive, using aluminium dop-sticks
- AQUADERE wood glue
- hot wax sticks (hot glue gun)
- super glues
- vacuum dopping
- wax (medium to low melting)

Note: stone should be kept cool - heat may damage opal.

Shape may include:

- a variety of other shapes
- cabochon
- dome - high, medium, low
- free form

RANGE STATEMENT

- rectangles.

Triplet top materials may include:

- clear quartz
- commercial standards size triplet tops
- glass, plain or plate
- lead crystal glass
- material of the triplet top should be disclosed
- synthetic spinel, corundum, topaz.

General OHS principles and Safe Operating Procedures may include:

- complying with the safe operating procedures for each machine and materials
- good housekeeping
- using personal protection equipment where required.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA07B Use opal carving tools

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit encompasses the skills and knowledge required to carve opal including all the processes from the selection of the piece of opal to the completed polished carving.

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 knowledge and skills to produce individual pieces that comply with commercial standards and demonstrate the ability to capitalise on the potential of the stone. Carving requires access to carving equipment and consumables appropriate for use with opals. Carving skills may be used to capitalise on the potential of the piece of opal by using carving tools to correct faults or to produce individual carved pieces.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 the stone and clarify the required outcome.

- 1.1 Review available pieces of rough opal to determine the suitability or necessity for carving.
- 1.2 Assess the potential of pieces of opal for carving depending on the shape, size, the position of the colour and other characteristics of the stone.
- 1.3 Rub the stone and remove foreign materials and eliminating faults.
- 1.4 Discuss the possibilities with colleagues and client.
- 1.5 Determine the approach to be taken to achieve the potential of the stone and maximise the value of the finished product.

2 Select tools and equipment and materials.

- 2.1 Select ***carving tools*** and ***equipment*** needed to achieve the desired result.
- 2.2 Select consumable for sanding and polishing the carving.

ELEMENT**PERFORMANCE CRITERIA**

	2.3 Determine OHS issues and comply with OHS procedures to be followed when using the equipment and consumables.
3 Carve opal.	3.1 Clean stone removing foreign materials and eliminating faults. 3.2 Grind to desired shape using high speed fine grit burr accommodating existing colour and patterns. 3.3 Ensure opal is not heated. 3.4 Sand carving with suitable sanding mediums (from coarse to extra fine).
4 Polish the carving.	4.1 Polish entire carving with polishing compound. 4.2 Use magnification to check the finished carving for faults and if necessary rectify faults.
5 Ensure that industry standards are satisfied.	5.1 Check the carving to ensure that industry standards are satisfied. 5.2 Correct any faults or defects if required.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- carving skills
- sanding and polishing skills.

Required knowledge:

- the suitability of opal pieces for carving

REQUIRED SKILLS AND KNOWLEDGE

- opal carving process - the equipment and consumables required
- industry 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To achieve competency in this unit, a person must be able to carve opal to industry standards.

The assessment must confirm the ability to select opal pieces suitable for carving, carve the opal using opal-carving equipment, and polish the carving in accordance with industry standards.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment

Context of and specific resources for assessment

This unit may be assessed in a work environment or in a simulated work environment or in a combination of these situations.

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 such as the evaluation of the finished piece (or pieces) as required.

Assessment methods should closely reflect workplace demands (e.g. literacy) and the needs of particular

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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 competency requires access to:

- carving and polishing equipment
- tools and consumables
- a qualified workplace assessor or assessment 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.

Carving tools may include:

- assorted mandrels
- coarse, medium, fine and extra fine CRATEX wheels
- diamond grinding burrs, assorted shapes
- diamond polishing wheels, assorted shapes
- diamond sanding wheels, assorted shapes
- felt polishing buffs
- sanding discs, assorted grit sizes and diameters
- silicon-carbide grinding burrs, assorted shapes
- supporting equipment, e.g.:
 - drip feed watering system
 - dust extraction system
- wooden polishing buffs.

Carving equipment may include:

- air power tools
- centre point carver
- flexible drive

RANGE STATEMENT

- hobby carvers, e.g. Dremel
- micro motor
- personal protective equipment.

Occupational health and safety issues for carving may include:

- contamination
- eye protection
- guarding
- keeping a clean work area
- minimising dust inhalation
- the need to maintain equipment
- unattended running machinery.

Sanding mediums may include:

- CRATEX wheels, coarse, medium, fine, extra fine, assorted shapes
- diamond powders up to #1200 on felt/wooden wheels
- pumice powders on felt wheels
- sandpaper wheels and discs up to #1200, assorted sizes
- silicon-carbide powders up to #1200 on felt/wooden wheels.

Polishing compounds may include:

- cerium oxide on felt/leather/wooden wheels or discs
- diamond compounds from #1200 to #100,000
- tin oxide.

Industry standards may include:

- no sharp or protruding areas
- when shaping, keep the setting into jewellery in mind
- very high polish required
- no grinding marks or sanding marks on surface
- no cracks or obvious inclusions that should have been removed with initial grinding
- if for jewellery, avoid making the carving too large
- the more colour, the less detail is required.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA08B Production cut and polish opal

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers the skills and knowledge to cut and polish opal to meet trade requirements so that the operation is completed within minimum time.

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 knowledge and skills to cut and polish opals on a continuous basis producing pieces that comply with trade requirements. The cutting must be done in such a way that the cutting business is viable and the stone meets trade requirements. The skill is applied in a workshop environment and includes stock control and record keeping. A major application of this competency is in the manufacture of triplets.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 the machinery and consumables for production cutting opal.	1.1 Select the <i>machinery</i> . 1.2 Select the <i>consumables and adhesives</i> . 1.3 Select the lighting equipment for UV sensitive adhesives. 1.4 Obtain Materials Safety Data Sheets for all materials used.
2 Identify sources of rough opal and consumables and obtain supplies.	2.1 Determine sources and cost of rough opal and obtain supplies. 2.2 Determine sources and cost of consumables including <i>backing material</i> and triplet tops and obtain supplies. 2.3 Record information about suppliers and costs. 2.4 Set up <i>stock management system</i> .
3 Review the layout of the workshop and set up	3.1 Review the layout in relation to production cutting and make adjustments to facilitate

ELEMENT**PERFORMANCE CRITERIA**

machinery and equipment for production cutting.

workflow where required.

3.2 Set up multi-blade saw to manufacturers' specifications.

3.3 Set up grinder, sander, polisher and lighting equipment.

3.4 Set up dopping rack and other racks and containers as needed.

4 Cut and polish opal to industry requirements within the time constraints of the production process.

4.1 Cut and polish opals to trade requirements within the predetermined time constraints.

4.2 Use appropriate **dopping techniques** for production work.

4.3 Ensure opals satisfy trade requirements for **standard millimetre sizes** for particular applications.

4.4 Follow all OHS requirements for machinery, equipment and consumables.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- set up and use production equipment
- source materials
- cost materials
- follow the procedures for stock management
- servicing and testing of equipment.

Required knowledge:

- differentiate between standard and production cutting
- knowledge of the procedures and equipment used in production cutting
- where to locate and cost materials for production cutting

REQUIRED SKILLS AND KNOWLEDGE

- knowledge of stock management 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To achieve competency in this unit, a person must be able to cut opal in a production environment meeting standards of quality and working with commercial constraints.

The assessment must confirm the ability to select machinery and consumables; to organise the workshop for production cutting and cut opals to industry standards within commercial constraints. All OHS issues must be handled appropriately.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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.

Assessment methods should closely reflect workplace

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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 with interrupted schooling).

Assessment of this competency requires access to:

- production cutting and polishing equipment, tools and consumables
- a qualified workplace assessor or assessment 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.

Machinery may include:

- cabochon cutting machine
- cabochon pre-former
- diamond sintered wheel grinder
- faceting unit pre-former
- high speed sanding unit
- multi bade trim saw
- pumice pre-polishing unit
- soft diamond wheel sanding and polishing unit
- spongy wheel sanding unit
- triplet slicing machine
- UV light box
- vibro tumbler.

Consumables and adhesives may include:

- #400 acid treated silicon-carbide powder
- backing material
- blackening agent

RANGE STATEMENT

- dopping wax or adhesive
- epoxy adhesive
- grinding wheels
- polishing powder (cerium oxide)
- polishing wheels (diamond or felt)
- red sealing wax
- rough opal
- sanding wheels (diamond or spongy)
- trim saw blades
- triplet slicing blades, 120, 140, 160,180.
- triplet tops
- UV adhesive
- water and electricity.

Backing materials may include:

- black jade
- black potch (best)
- boulder iron stone
- clear or transparent potch
- dark grey potch
- glass (triplet only)
- obsidian (black)
- vitrolite (triplet only).

Stock management system may include:

- avoiding cutting irregular sizes or shapes to minimise slow stock
- maintenance of rough opal and consumables supplies
- regular checks with suppliers for continuity of consumables
- stock popular sizes to meet new markets.

Dopping techniques may include:

- 5-minute epoxy glue
- aluminium or wooden dop-sticks
- collapsible rack for holding dop-sticks
- green or red sealing wax
- vacuum dopping
- wood glues.

RANGE STATEMENT

Standard millimetre sizes
may require:

- consistent accurate sizes
- no grinding marks or sanding marks on surface
- very high polish required
- when shaping, keep the setting into jewellery in mind.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA09B Use a faceting machine

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit encompasses the skills and knowledge to use a faceting machine to facet opal including selection of material, the process of pre-forming and the cutting and polishing of a selected stone. The machine may be used to produce a traditional faceted gemstone and also to complete a range of other tasks such as making cubes from opal material.

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 applied in a workshop environment and requires the application of knowledge and skills to produce individual pieces that comply with commercial standards. The faceting requires access to faceting machines and consumables appropriate for use in faceting opals. Faceting machines may be used for a range of outcomes including traditional faceted gems or other shapes such as cubes.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 faceting equipment.	1.1 Set up <i>faceting machines</i> to manufacturers' specifications identifying <i>machine components and laps</i> . 1.2 Complete manufacturers' <i>maintenance checklist</i> . 1.3 Investigate index wheels for quill and identify main and critical angles for opal.

ELEMENT**PERFORMANCE CRITERIA**

2 elect, pre-shape and dop selected opal piece.	2.1 Select piece of <i>opal suitable for faceting</i>. 2.2 Pre-shape using faceting machine or bench grinder to establish crown and pavilion. 2.3 Dop stone, pavilion to be worked first (dop on crown).
3 Grind, sand and polish pavilion.	3.1 Place dopped stone in quill and aligned to create girdle. 3.2 Grind girdle to desired shape on medium to fine lap. 3.3 Grind main facets at main <i>angle</i> on medium to fine lap. 3.4 Grind girdle break facets at girdle break angle on fine lap. 3.5 Grind culet facets at culet angle on fine or pre-polish lap. 3.6 Fine lap, pre-polish and polish all pavilion facets including girdle.
4 Transfer stone.	4.1 Transfer stone to suitable dop. 4.2 Remove crown dop and place new dop and stone in faceting quill.
5 Grind, pre-polish and polish crown.	5.1 Place girdle facet on lap at 90°, index setting 64 or 96 and lock quill. 5.2 Grind girdle break facets at break angle establishing girdle thickness, on a medium to fine lap. 5.3 Grind main facets at main angle on fine lap. 5.4 Cut table facet on fine lap, to 40% of total width of stone. 5.5 Pre-polish all crown facets. 5.6 Grind star facets using pre-polish lap. 5.7 Polish all facets. 5.8 Remove stone from dop and clean.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- faceting skills
- grinding and polishing skills
- equipment maintenance skills.

Required knowledge:

- the suitability of opal pieces for faceting
- opal faceting process - the equipment and consumables required
- industry 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To achieve competency in this unit, a person must be able to produce a faceted opal that satisfies industry standards.

The assessment must confirm the ability to select opal pieces suitable for faceting, and use faceting equipment to produce and polish a faceted opal that conforms to industry standards. All work must be done following OHS requirements for machinery and equipment procedures.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to

EVIDENCE GUIDE

the work environment.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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, evaluation of the final product and other methods as required.

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 with interrupted schooling).

Assessment of this competency requires access to:

- a faceting machine and appropriate consumables
- a qualified workplace assessor or assessment 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.

Faceting machines may

- FACETRON (USA)

RANGE STATEMENT

include:

- GEMMASTA (Aus)
- GRAVES (USA)
- Jamb-peg
- Platform
- POLY-METRICS (USA)
- Post
- RAYTECH (USA)
- ULTRA TEC (USA).

Faceting *machine components and laps* may include:

- components:
 - angle vernier (protractor)
 - coolant tank
 - forward/reverse switch
 - handpiece (quill)
 - height adjuster, coarse and fine
 - index wheel
 - master lap
 - radial vernier (cheater)
 - sliding post
 - variable speed control
- laps:
 - angle vernier (protractor)
 - coolant tank
 - forward/reverse swit
 - handpiece (quill)
 - height adjuster, coarse and fine
 - index wheel
 - master lap
 - radial vernier (cheater)
 - sliding post
 - variable speed control.

Faceting laps diamond grit size may include:

- coarse #80, #100, #120, #180
- fine #800, #1000, #1200
- medium #220, #320, #360, #400, #600
- polish #14000, #50000, #10000
- pre-polish #2400, #3000, #8000.

RANGE STATEMENT

Maintenance checklist may include:

- check electrics regularly for faults and water seepage
- cover machine when not in use
- keep all laps separate from each other
- keep whole machine clean
- oil and clean moving parts
- read manufacturers manual and keep near machine.

Opal suitable for faceting may include:

- Aus. Clear jelly opal
- Aus. Electric blue opal
- contra-luz
- Mexican cherry opal
- Mexican fire opal
- any transparent opal.

Angles may include:

- critical angle $43\frac{1}{2}^{\circ}$
- crown main 43°
- culet angle 44°
- girdle breaks, main angle plus 6° to 15°
- pavilion main 45°
- star facets, main angle minus 15°
- table facet 0° .

Unit Sector(s)

Not Applicable

Competency field

Competency field

Opal cutting and polishing

CUVOPA10B Cut opal spheres and beads

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge to produce opal spheres and beads including the selection of the rough opal through to the drilling and final polishing.

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 knowledge and skills to the production of the spheres and beads to industry standards. It involves the use and maintenance of machinery and is applied in a workshop environment.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 machinery and equipment.

- 1.1 Set up ***bead mill, sphere making equipment and drills*** to manufacturers' specifications.
- 1.2 Identify the ***maintenance areas*** and complete the required maintenance routine.
- 1.3 Investigate other methods of making bead and spheres if commercial equipment is not available.

2 Select and pre-form

- 2.1 Select ***materials suitable for making beads.***
- 2.2 Pre-form opal using saw or grinder to produce

ELEMENT	PERFORMANCE CRITERIA
material.	required shape. 2.3 Grind shape corners to establish rounded form.
3 Produce opal bead.	3.1 Fill holder template with pre-formed beads (range of shapes). 3.2 Grind preformed beads in bead mill using #120 silicon carbide powder until they are rounded. 3.3 Change the holder template to a small size if necessary. 3.4 Faulty or broken opal is removed from the bead mill. 3.5 Remove beads from the bead mill and clean.
4 Drill beads.	4.1 Select beads for drilling. 4.2 Place bead in bead vice, drill half way into the bead, turn over, check alignment and drill the other half ensuring a cut hole through the bead.
5 Polish beads.	5.1 Place cleaned beads in tumble polisher with increasingly fine grinding medium . 5.2 Clean tumbler and beads at every change over. 5.3 Clean beads thoroughly after the final grind, place in the tumbler with polishing medium and tumble to a high lustre. 5.4 Clean finished beads thoroughly with water.
6 Produce opal spheres.	6.1 Select opals to make spheres and pre-form the spheres. 6.2 Grind the spheres in a sphere maker with water and increasingly fine grinding medium. 6.3 Clean spheres thoroughly at each change over. 6.4 Polish cleaned sphere with polishing medium and water using leather sphere cups to desired polish.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- skills in using and maintaining the machinery and equipment
- skills in selecting appropriate material for beads and spheres.

Required knowledge:

- the suitability of rough for production of beads and spheres taking into account the level of wastage and cost
- knowledge of the equipment and consumables needed for the process
- industry standards for opal beads and spheres.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

To achieve competency in this unit, a person must be able to produce opal beads and spheres to industry standards.

The assessment must confirm that the person is able to identify and safely use machinery and equipment to cut and polish opal beads and spheres to meet the requirements of industry.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of

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these situations.

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, evaluation of the finished product, and other methods as required.

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 with interrupted schooling).

Assessment of this competency requires access to:

- the machinery, equipment and consumables required to produce opal beads and spheres
- a qualified workplace assessor or assessment 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.

Bead mill, sphere making equipment and drills may include:

- ARROWHEAD GEMCRAFT (USA) Sphere Machine
- E&J Adams Lapidary (USA) Sphere Machine
- home made equipment
- MAHASHI (Japan) Bead-mill

RANGE STATEMENT

- Richardson's (USA) Sphere Machine.
- Maintenance areas*** may include:
- bead-mill:
 - all bearings
 - all electrics
 - bead holders, wear factor
 - bottom rotating disc, wear factor
 - rubber pad on top rotating disc
 - sphere makers:
 - all electrics
 - assorted sphere cups, wear factor
 - polishing pads
 - reduction boxes.
- Materials suitable for making beads or spheres*** may include:
- any opal material is suitable for beads, taking into account a yield factor or recovery rate of only 10% to 15% from a given ounce of rough opal
 - beads may be a variety of regular or free form shapes
 - spheres can also be cut from any opal material, again the yield factor must be considered.
- Grinding mediums*** may include:
- diamond powder #80 through to #1200
 - silicon carbide grit #80 through too #1200.
- Polishing mediums*** may include:
- cerium or tin oxide
 - diamond powder #3000 through too #100,000.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA11B Obtain opal

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge to procure rough opal from a variety of sources.

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 knowledge and skills to investigate a range of methods of procuring rough opal and to evaluate the different methods. It has wide application and involves identifying the various sources of rough opal to determine the most cost-effective source for obtaining the opal for a particular market.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 markets for opal products.

- 1.1 Review the ***market for cut and polished opals***.
1.2 Identify the market segment for which the opal is to be obtained.

- 2 Investigate the sources of rough opal and methods of obtaining the opal form each source.

- 2.1 Identify ***sources of rough opal*** and method of obtaining rough opal.
2.2 Find out how to obtain opal from the various sources and procedures and protocol to be followed in each case.
2.3 Investigate the benefits of ***buying parcels of***

ELEMENT**PERFORMANCE CRITERIA**

classed opal (whole or part) or buying single rough opal stones.

3 Use effective communication skills to obtain opal.

- 3.1 Use effective verbal and non-verbal *communication techniques* to convey messages and information.
- 3.2 Use cooperation and negotiation skills to solve problems and finalise interaction.

4 Obtain opal.

- 4.1 Follow identified procedures for obtaining rough opal from selected sources.
- 4.2 Comply with accepted *protocol and ethics* associated with each method of obtaining rough opal.
- 4.3 Show respect when communicating with people from *diverse backgrounds*.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- communication skills used to contact sellers and bargain for rough opal
- investigation skills
- ability to assess the value of a parcel or an individual stone.

Required knowledge:

- sources of opal
- industry protocol and ethics
- potential 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To achieve competency in this unit, a person must be able to identify sources of rough opal and obtain the rough opal.

The assessment must confirm that sources and the methods, advantages and disadvantages of each and the protocol for obtaining rough opal can be identified. The person would have to be able to explain exactly what they would have to do to obtain opal for a variety of sources following accepted procedures and protocol.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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.

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 with interrupted schooling).

EVIDENCE GUIDE

Assessment of this competency requires access to:

- various samples of rough opal and suppliers of rough opal
- a qualified workplace assessor or assessment 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.

Market for cut and polished opals may include:

- boutique jewellers
- craft stores or markets
- gemstone dealers
- hobby jewellers
- internet auction sites
- internet marketing
- jewellers retail
- jewellers wholesale
- rock and gem shows
- souvenir market.

Sources of rough opal may include:

- gem and rock clubs
- internet
- lapidary supply shop
- mining operation
- noodling
- opal buyer
- opal miner
- opal specific store
- retail rock shop
- rock and gem shows
- trading news papers

RANGE STATEMENT

- trash and treasure meets
- wholesale opal dealer.

Buying parcels of classed opal may include:

- considering whether the whole parcel is of use and determining whether to on-sell a segment of the parcel
- determining whether the price is appropriate
- negotiating the price
- paying extra for segment
- splitting the parcel
- understanding how the parcel price was established
- verifying the origin, who has seen the parcel, that it has been classed and how long it has been for sale.

Communication techniques include:

- active listening
- asking open ended questions
- clear speech
- giving accurate information
- respecting others' point of view.

Protocol and ethics may include:

- binding nature of hand-shake deals
- complying with noodling requirements
- ensuring agreement of all parties
- keeping transactions between parties private
- making appointments before visiting
- not entering unattended claims or property
- respecting privacy and property.

Diverse backgrounds may include:

- age
- culture
- ethnic origin
- language
- race
- religion
- sex
- socio economic status.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA12B Identify the requirements for establishing an opal-cutting workshop

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to identify the requirements for establishing an opal-cutting workshop.

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 knowledge and skills to determine the specifications for an opal-cutting workshop and to research and select the equipment and consumables required based on sound business principles.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 requirements for setting up an opal cutting workshop.**

- 1.1 Decide what the workshop is to be used for and how many people will be working there.
- 1.2 Determine the ***fixtures and fittings*** needed for the workshop.
- 1.3 Identify essential and desirable ***machinery*** needed for a cutting and polishing workshop.
- 1.4 Determine the consumables needed for an opal cutting workshop.
- 1.5 Explain the ***OHS issues*** for an opal cutting and polishing workshop and determine control measures required.

ELEMENT**PERFORMANCE CRITERIA**

	1.6 Determine the environmental protection requirements and plan compliance.
	1.7 Develop the specifications for the building needed for an opal cutting workshop including size, and electrical, water and drainage requirements.
2 Identify suppliers of machinery and consumables and establish set up cost.	2.1 Identify manufacturers and suppliers/agents for new and second hand lapidary equipment.
	2.2 Compare prices and advantages and disadvantages of new and second hand equipment and the costs in obtaining machinery or equipment.
	2.3 List suppliers of consumables and compare prices.
	2.4 Obtain estimates of the cost of services required to set up the workshop.
3 Investigate resources needed to set up the workshop.	3.1 Develop a draft budget and cash flow for the first year of operation.
	3.2 Use appropriate research techniques to investigate sources of finance and repayment schedules.
4 Document the information.	4.1 Record the information gained.
	4.2 Organise the information so that it can be used as the basis for making a decision on whether to proceed with the option to set up an opal cutting and polishing business.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- basic research skills including internet searching skills
- documenting and accessing information on opal cutting equipment, manufacturers and the setting up of an opal-cutting workshop
- sourcing suppliers and costing landed equipment.

Required knowledge:

- knowledge of opal cutting workshop requirements
- knowledge of the manufacturers and suppliers of opal-cutting 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To achieve competency in this unit, a person must be able to determine the requirements for setting up and financing an opal-cutting workshop and organise the information in such a way that it can be used as a basis for decision-making.

Assessment must confirm:

- accurate identification and description of the requirements for the setting up of an opal-cutting workshop
- ability to locate and procure the equipment necessary for the workshop
- accurate documentation of the information collected including projected cost of set up, sales and cash flow.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

EVIDENCE GUIDE

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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.

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 with interrupted schooling).

Assessment of this competency requires access to:

- various reference materials
- internet
- lapidary magazines and catalogues
- a qualified workplace assessor or assessment 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.

Fixtures and fittings may

- air conditioning

RANGE STATEMENT

include:

- benches
- chairs
- chemical cupboard
- cupboards
- floor coverings
- safes
- security requirements such as locks (door and window) alarms
- shelving
- telephone
- windows and doors.

Machinery and equipment may include:

- bench grinder 6 or 8
- combination units, for grind, sand and polish
- diamond grinding, sanding and polishing units
- drum or belt sanders
- dry sanding units
- free-hand saw
- grinding arbours with belt drive
- leather or felt polishing units
- multi blade saw
- slab saw
- trim saw
- ventilation system and filters
- wet sanding units.

OHS issues may include:

- chemicals
- clean work areas
- clothing
- dangers of using electricity and water in the same environment
- dust and fumes
- ergonomics
- fire extinguishers
- first aid kit
- footwear
- guarding for machinery
- lighting
- naked flames

RANGE STATEMENT

- noise
- safety glasses
- ventilation.

Electrical fittings may include:

- cabling and machine wiring
- exhaust fans and dust extraction
- hardwired control and fuse box
- lighting primary and secondary
- switches and safety stops
- waterproof power outlets.

Water and drainage requirements may include:

- hosing to machinery
- sludge traps
- splash guards
- taps
- water drainage and disposal
- water supply, mains or gravity fed
- water trays.

Manufacturers and suppliers/agents may include:

- Ashworths Pty. Ltd.
- Contempo Lapidary
- Covington
- Des Liston Lapidary
- Diamond Pacific
- Embel Lapidary
- Gemmasta
- Gem-tec
- Graves
- Lapcraft
- Raytech
- Robilt
- Shelleys Lapidary Supplies
- T. F. Lapidary
- Thompson's Lapidary
- Western Lapidary Supplies.

Costs may include:

- bank charges

RANGE STATEMENT

- currency exchange
- duty or excise
- freight
- GST
- initial cost of machine
- insurance
- on-going maintenance
- postage
- set up costs.

Services may include:

- electrician
- plumbing.

Sources of finance may include:

- banks
- credit unions
- partnerships
- private loans.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA13B Apply advanced pre-cutting processes to complex opals

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit covers skills and knowledge required to perform the pre-cutting processes for boulder and other special opals. It includes documenting and recording all aspects of the procurement and pre-cutting process.

Application of the Unit

Application of the unit This unit is applied to pre-cutting processes for boulder and black opal and other types of difficult or particularly valuable opal. It requires knowledge of the processes of opal formation and extensive experience in handling opal of various types as a basis for decision-making on how to cut or carve the opal.

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Prerequisite units This unit is dependent on the skills achieved in the unit *CUVOPA03B - Complete pre-cutting processes for solid opals* which should be regarded as a pre-requisite to this unit. It 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.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 type of opal rough.

- 1.1 Undertake preliminary investigations before deciding how to proceed with cutting or carving the opal.
- 1.2 Review current market requirements and consult with the owner to determine his/her preference for how it should be cut.
- 1.3 Based on knowledge of the geological formation of opal, field from which the opal came and past experience, determine the location of the colour within the rough opal.
- 1.4 Discuss possible strategies for cutting with colleagues and clients.
- 1.5 Determine jewellers' requirements for products being considered.
- 1.6 Review the options for cutting and plan cut to achieve the best result.

ELEMENT	PERFORMANCE CRITERIA
2 Block off the stone (boulder opal).	2.1 When working with boulder opal, use a series of cuts to block off stone to gain more information about position and quality of the opal present in the stone and determine best gem outcomes from that piece of boulder. 2.2 Cuts should aim to identify position of opal and minimise waste. 2.3 If appropriate, split block opal along fault lines.
3 Expose the colour.	3.1 Use <i>appropriate equipment</i> to expose the colour without going too deep and removing gem material. 3.2 Select the correct grinding wheels and grits for a given piece.
4 Decide on whether to cut and/or carve the opal.	4.1 Review the stone, determine the directionality and decide on the final outcome to be achieved. 4.2 Remove <i>unwanted material</i> and prepare the stone for final processing. 4.3 Select the way to cut the stone for the best artistic and commercial return.
5 Follow OHS principles when operating machinery.	5.1 Follow all <i>general OHS principles and Safe Operating Procedures</i> when using machinery for opal cutting.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- ability to determine the position of the colour in a boulder opal

REQUIRED SKILLS AND KNOWLEDGE

- use of appropriate equipment
- planning skills
- ability to make sound decisions to achieve best colour and yield
- communication skills for discussing possibilities with clients and colleagues.

Required knowledge:

- characteristics of opal gemstone structure and formation
- the importance of achieving yield when cutting a gemstone
- market trends, jewellers' and industry 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

To achieve competency in this unit, a person must be able to make sound decisions about the final outcome to be achieved and complete all pre-cutting and preforming processes for boulder, black and especially valuable or difficult opals.

Assessment must confirm the comprehensive knowledge of geological formation and structure of opal and the ability to make sound judgement on what the final product should be and how to cut the opal to achieve the best result in terms of yield, colour and aesthetics based on knowledge and experience with a range of types of opal including black opal, boulder opal and other especially valuable or difficult opals.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

EVIDENCE GUIDE

Context of and specific resources for assessment

This unit may be assessed in a work environment or in a simulated work environment or in a combination of these situations.

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, evaluation of the final product and other methods as required.

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 with interrupted schooling).

Assessment of this competency requires access to:

- an opal-cutting workshop
- a qualified workplace assessor or assessment 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.

Appropriate equipment may include:

- Asahi wheel
- diamond grinder
- diamond sawing
- free-hand saw

RANGE STATEMENT

- nova wheel
- silicon carbide grinder
- slab saw
- trim saw.

Unwanted material may include:

- cotton/gypsum
- cracked material
- crockery
- iron stone
- materials with inclusions or stains
- matrix (in black opal as a unwanted inclusion)
- poor colour
- potch
- sandstone.

General OHS principles and Safe Operating Procedures sheet may include:

- appropriate procedures for dealing with emissions
- complying with the safe operating procedures for each machine
- good housekeeping (in particular cleanliness of the workshop)
- using personal protection equipment where required.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVOPA14B Undertake operational maintenance of machinery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit covers the skills and knowledge required to perform routine maintenance and rectify minor faults in opal cutting and polishing machinery and 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

Basic operational maintenance is normally done within routines, following basic requirements for maintenance of mechanical equipment and the instructions included in the manufacturers' specifications. Where more complex repair and maintenance is required, specialist assistance would be sought.

Where appropriate the outcomes of this unit could be contextualised to apply to other gemstones. Examples of aspects of the unit that may need to be adjusted would include:

- the specific properties of each gemstones
- industry and market requirements
- underpinning knowledge
- Range Statement.

This unit is based on the unit, *RUHHRT318A Undertake operational maintenance of machinery*, which has been adjusted for the opal industry.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite 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.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Perform operational maintenance.**

1.1 Perform basic ***operational maintenance*** on the ***equipment and machinery*** according to manufacturers' guidelines.

1.2 Adjust, clean and store equipment and consistent with manufacturers' specifications.

2 **Rectify common mechanical faults.**

2.1 Diagnose ***mechanical faults*** and, where they do not require specialist attention, rectify according to manufacturers' guidelines.

ELEMENT**PERFORMANCE CRITERIA**

	2.2 Select tools appropriate to each task and follow safe work practices.
	2.3 Where complex faults are identified, seek assistance from manufactures or technical experts.
3 Document operational maintenance.	3.1 Document procedures and update machinery and equipment log books where required.
4 Maintain a clean and tidy workshop.	4.1 Maintain the workshop as an environment that is clean and free from contaminants.
	4.2 Identify hazardous materials and remove following manufacturers' instructions.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- perform scheduled maintenance
- rectify common mechanical faults
- use of appropriate tools.

Required knowledge:

- servicing characteristics of machinery and equipment
- fault finding techniques in mechanical devices
- recording systems for machinery use.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

To achieve competency in this unit, a person must be able to maintain a range of opal cutting machinery and rectify minor faults.

Assessment must confirm the ability to perform operational maintenance and make routine adjustments to equipment and machinery following manufacturers' guidelines. They must also be able to diagnose and rectify minor faults using appropriate tools and working safely.

Competence in this unit must be assessed over a period of time in order to ensure consistency of performance over the range of variables and contexts applicable to the work environment.

Context of and specific resources for assessment

This unit may be assessed in a work environment, in a simulated work environment or in a combination of these situations.

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.

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 with interrupted schooling).

Assessment of this competency requires access to:

EVIDENCE GUIDE

- a range of equipment and machinery
- a qualified workplace assessor or assessment 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 maintenance may include:

- daily, weekly, monthly, quarterly and yearly servicing schedules.

Equipment and machinery may include:

- bench grinder 6 or 8
- combination units, for grind, sand and polish
- diamond grinding, sanding and polishing units
- drum or belt sanders
- dry sanding units
- free-hand saw
- grinding arbours with belt drive
- leather or felt polishing units
- multi blade saw
- slab saw
- trim saw
- wet sanding units.

Mechanical faults may include:

- basic faults reasonably within the scope of a non-mechanic resulting from damage, wear, or malfunction.

Unit Sector(s)

Not Applicable

Competency field

Competency field Opal cutting and polishing

CUVPHI01B Source and apply photoimaging industry knowledge

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the skills and knowledge required to source, apply and update a general knowledge of the photoimaging 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 photoimaging 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

Prerequisite units This unit underpins effective performance in all industry work practices and as such could be assessed and/or trained in conjunction with other operational and technical 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 and apply information on the structure and operation of the photoimaging industry.**

1.1 Correctly identify and access sources of ***information*** on the ***photoimaging*** industry, including information relating to:

- industry structure, different sectors and the products and services available
- major industry bodies
- relationship between photoimaging and allied industries

economic and social significance of the industry.

1.2 Use knowledge of the ***photoimaging industry*** appropriately to enhance the quality of work performance.

- 2 **Source and apply knowledge on industry employment obligations and opportunities.**

2.1 Obtain information to assist in effective work performance in the photoimaging industry, including information on:

- career opportunities
- roles, responsibilities and employment rights of contracted workers
- unions and employer bodies
- professional associations

ELEMENT**PERFORMANCE CRITERIA**

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 photoimaging industry and monitor current *issues of concern* to the industry.

4.2 Share updated knowledge with colleagues and peer group as appropriate, and incorporate into day-to-day work activities.

5 Seek information on ethical and legal work practices.

5.1 Correctly identify sources of information on ethical and legal work practices.

5.2 Obtain relevant information on:

- legal requirements
- permits
- contracts
- copyright
- moral rights

industry codes of practice.

5.3 Correctly apply information on ethical and legal work practice in day-to-day work activities.

ELEMENT**PERFORMANCE CRITERIA****6 Seek information on operating a business.**

- 6.1 Correctly identify sources of information on business practices for photoimaging.
- 6.2 Obtain ***relevant information on business practices*** and incorporate into work activities.
- 6.3 Share knowledge with colleagues and peer group as appropriate.

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 source and apply photoimaging industry knowledge to day-to day work practices
- numeracy skills sufficient to interpret relevant technical data.

Required knowledge:

- general knowledge of the photoimaging industry, including different sectors and their interrelationships plus the historical development of the industry
- general knowledge of the key work areas within the industry, how they interrelate and key roles and responsibilities
- broad knowledge of key photoimaging industry terminology
- 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 photoimaging industry and ways of maintaining current industry knowledge
- sources of information relating to work opportunities and career planning
- overview of current and emerging technologies used within the photoimaging industry

REQUIRED SKILLS AND KNOWLEDGE

- overview of the business practices required by the photoimaging 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.

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 photoimaging industry as detailed under Underpinning skills and knowledge
- understanding of how industry knowledge can be applied to work activities to maximise effective performance
- knowledge of ways to maintain currency of knowledge.

Context of and specific resources for assessment

The assessment context must provide for:

- 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 to different industry contexts and situations
- oral or written questions to assess knowledge of different aspects of the photoimaging 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

EVIDENCE GUIDE

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 sources of information on the photoimaging 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.

Information sources and opportunities to update industry knowledge may include:

- discussions with industry practitioners and colleagues
- exhibitions/events
- industry associations and organisations
- industry journals
- Internet
- media
- personal observations and experience (may be industry placement)
- policy and procedures manuals
- reference manuals
- retail and wholesale suppliers of goods and services
- seminars/master classes/workshops/symposiums/conferences/industry functions and other professional development opportunities
- unions and other sources of industrial relations information.

RANGE STATEMENT

The term photoimaging industry covers the supply of services incorporating the production of photographic images made via digital or analogue methods and the use of the images in a range of products. Sectors for **photoimaging** may include:

- advertising
- destination/natural history
- editorials
- fashion
- illustrative work
- medical/scientific/technical
- photo/social-documentary
- photoimaging in a graphics and multimedia context
- photoimaging in a visual arts context
- press and public relations
- retail and wholesale suppliers of goods and services for photoimaging
- wedding/portrait.

Other industries with which the **photoimaging industry** has a relationship may include:

- fashion
- film, TV, radio, multimedia
- journalism
- music
- public relations
- retail
- scientific/technical/medical
- sport
- tourism
- visual arts, craft and design.

Issues of concern to the industry may be related to:

- changing nature of communication in society
- changing nature of technology
- changing nature of the marketplace
- government initiatives
- industry contraction and/or expansion
- labour issues.

Relevant information on business practices may include:

- business name registration
- financial/taxation issues
- insurance requirements.

Unit Sector(s)

Not Applicable

CUVPHI02B Develop self for photoimaging industry

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This is a professional practice unit which describes development of technical and conceptual skills required to work in the photoimaging environment. It also deals with communicating effectively and working strategically to achieve planned outcomes as a photoimaging practitioner. This work would usually be carried out under mentored 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

Prerequisite units

This unit has linkages to all other photoimaging units and combined assessment and/or training with these units may be appropriate.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Acquire and develop technical skills.**

- 1.1 Plan ***strategies*** to ensure the development of appropriate ***technical skills*** in photoimaging practice.
- 1.2 Identify and use relevant practice, feedback, discussion and evaluation opportunities to continuously improve technical skills.
- 1.3 Test the capabilities of materials, tools and equipment to develop technical skills.
- 1.4 Identify and use relevant journals, magazines, catalogues and other media to stimulate technical and professional ***development***.

2 **Develop conceptual skills and ideas.**

- 2.1 Discuss ideas with others and apply knowledge gained to inform own practice.
- 2.2 Use work practice to gain experience in a range of genres and interpretations.
- 2.3 Study the work of others to stimulate conceptual and technical skills development.
- 2.4 Identify and use a range of ***opportunities*** to develop own practice and keep informed about current photoimaging practice.

3 **Develop own style.**

- 3.1 Explore and ***experiment*** with new ideas in making and/or interpreting work.
- 3.2 Explore and use technology where appropriate

ELEMENT**PERFORMANCE CRITERIA**

to expand own practice.

3.3 Demonstrate own style through photoimaging project realisation.

4 Evaluate own work.

4.1 Seek and apply constructive criticism from more experienced practitioners.

4.2 Evaluate own work against planned strategy for own photoimaging practice.

4.3 Evaluate own work in the context of work by others in order to extend own practice.

4.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.

5 Research work opportunities.

5.1 Correctly identify ***sources of information*** relating to work opportunities.

5.2 Identify ***networks*** and ***promotional opportunities*** within the industry which may be helpful in developing career opportunities.

5.3 Incorporate research results and information into own work practice and career planning.

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 a broad range of information pertaining to the photoimaging industry
- numeracy skills sufficient to interpret technical charts/diagrams for the photoimaging industry.

Required knowledge:

REQUIRED SKILLS AND KNOWLEDGE

- information and resources available to develop self as photoimaging practitioner
- trends in photoimaging including impact of digital technology
- physical properties and capabilities of photoimaging materials, equipment, processes and their applications
- elements and principles of photoimaging and allied creative industries relevant to the area(s) of specialisation
- theoretical and historical contexts relevant to the area(s) of specialisation
- organisational and legislative occupational health and safety procedures in relation to the use of photoimaging equipment, materials, and techniques
- environmental issues associated with the equipment and materials used in photoimaging work
- other photoimaging practitioners, their work, ideas and techniques
- copyright, moral and intellectual property issues and legislation associated with photoimaging.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 planned strategies to develop appropriate skills in photoimaging practice
- demonstration of work practice which develops own style through exploring and experimenting with new ideas in making and/or interpreting work.

Context of and specific resources for assessment

The assessment context must provide for:

- the opportunity to use a range of strategies and resources to develop own practice
- assessment conducted over a period of time to reflect the ongoing nature of skills in this unit.

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:

- oral questioning and/or discussion about the candidate's intentions and work outcome
- written reports or presentations
- review of folios, which may include photographic images (including digital construction) in artist's books, boxed sets, print folios, exhibitions, through electronic media presentation devices, and installations
- third party workplace reports of performance by the candidate.

Assessment methods should reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who 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 equipment for photoimaging practice and to information about photoimaging.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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** for developing self as a photoimaging practitioner
- applying photoimaging techniques
 - being involved in a range of relevant photoimaging activities

RANGE STATEMENT

may include:

- communicating with peers
- experimenting and testing
- identifying and using a range of opportunities
- participating in professional development and other learning opportunities
- participating in relevant associations
- undertaking training courses
- working effectively with mentor/assessor/trainer.

Technical skills may include skills in:

- advertising
- destination/natural history
- editorial
- fashion
- illustration
- medical/technical/scientific
- photo/social-documentary
- photoimaging for a visual arts context
- photoimaging in a graphics and multimedia context
- press and public relations
- wedding/portrait.

Development of own style may involve:

- analysing and researching the work of others relevant to selected area of specialisation
- analysing conventions, practices and customs in photoimaging practice and allied creative industries
- developing a project and/or folio
- exploring elements and principles of photoimaging and allied creative industries.

Opportunities to develop own practice may include:

- competitions
- exhibitions
- floor talks at galleries
- lectures, seminars, conferences, symposiums
- master classes
- membership of professional organisation/body
- trade fairs expositions
- visits to workplaces.

RANGE STATEMENT

Experimenting and testing refers to:

- extending the possibilities of materials, equipment towards their full potential and this involves innovation.

Sources of information may include:

- employer listings
- exhibition catalogues and programs
- job advertisements
- photographic journals
- websites
- word of mouth.

Networks may include:

- alumni organisations
- colleagues and teachers
- consumer organisations
- professional associations.

Promotional opportunities may include:

- applications to funding bodies
- competitions
- exhibitions.

Unit Sector(s)

Not Applicable

CUVPHI03B Research and apply information on the traditions which inform photoimaging practice

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to collect, analyse and apply information on the broad traditions which inform photographic practice. The unit provides underpinning skills and knowledge development for all the photoimaging units. This work would usually be carried out independently with guidance where 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with other photoimaging specialisation 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 traditions which inform photoimaging practice.**

- 1.1 Identify relevant ***sources*** of ***information*** on traditions which inform photoimaging practice.
- 1.2 Identify and explore ***potential new and alternative sources*** which are relevant to own practice.
- 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 photoimaging practice.**

- 2.1 Critically ***evaluate*** information in the context of own photoimaging practice and the work of others.
- 2.2 Assess ways in which different aspects of the traditions of photoimaging practice may be used, adapted and challenged within own photoimaging practice.
- 2.3 ***Develop positions*** in relation to the traditions of photoimaging practice to inform own current practice.

- 3 **Update and maintain knowledge of trends within own**

- 3.1 Identify and use opportunities to ***update and expand knowledge*** of the traditions which inform photoimaging practice.
- 3.2 Incorporate and integrate knowledge into own

ELEMENT

PERFORMANCE CRITERIA

area(s) of
photoimaging
practice.

photoimaging practice.

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 source and evaluate information to in order to develop positions about the traditions which inform photoimaging practice and to incorporate and integrate knowledge of industry trends to own photoimaging practice
- numeracy skills sufficient to interpret technical charts and diagrams related to the traditions which inform photoimaging practice.

Required knowledge:

- broad range of sources of information on the traditions which inform photoimaging practice
- formal and informal research techniques to access information relating to the traditions which inform photoimaging practice
- evolution of the photographic image
- current trends in photography/photoimaging
- copyright, moral and intellectual property issues associated with sourcing, evaluating and applying research to own photoimaging practice.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction

EVIDENCE GUIDE

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:

- demonstration of the incorporation and integration of specific knowledge of industry traditions into own photoimaging practice.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to research and apply information on traditions of photoimaging 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:

- questioning and discussing the candidate's intentions and work outcome
- written and/or verbal presentation
- slides or multi-media presentation
- review of portfolios of evidence
- 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 source, identify and collect information. It also requires access to a forum for discussion and debate, and a context for presentation.

Range Statement

RANGE STATEMENT

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

- film, Web
- historical texts
- images, objects
- journal articles
- oral histories
- scientific texts
- secondary texts
- stories
- technical or medium specific information
- the writings of cultural theorists and philosophers.

Information may relate to:

- aesthetics
- criticism
- cultural issues
- gender and identity issues
- histories of art, photoimaging, craft and design
- land and place
- light
- linguistics
- new technologies
- philosophy
- politics
- signs and symbols
- spiritual concerns
- world histories.

Exploring ***potential new and alternative sources*** of information involves accessing information in a

- interviews with innovative photoimaging practitioners
- visits to trade fairs, galleries, special events, laboratories, fabricators, manufacturers of specific

RANGE STATEMENT

culturally appropriate way and may involve:

photoimaging equipment and materials.

Formal and informal research techniques may include:

- analysis
- comparing information
- critical discourse
- discussion
- judgement
- note taking, listing
- observation
- 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
- reflecting.

Developing positions in relation to the traditions which inform photoimaging practice involves examination of viewpoints within:

- age in relation to human life
- culture, race, ethnicity
- ecology, science
- gender
- philosophy
- politics
- spirituality.

Updating and expanding

- discussions with innovative practitioners in

RANGE STATEMENT

knowledge of the traditions which inform photoimaging practice may involve:

- relevant areas of photoimaging practice
- using the Internet
- visits to exhibitions, events, studios, laboratories, manufacturers.

Unit Sector(s)

Not Applicable

CUVPHI04B Apply photoimaging lighting techniques

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to employ lighting techniques to a range of subjects in different work spaces and to select equipment for different lighting techniques. In this activity occupational health and safety issues must be addressed. It is a specialisation unit and refers to specific photoimaging techniques. This work is carried out with limited supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVDES05B Interpret and respond to a brief
- CUVDES04B Integrate colour theory and design processes in response to a brief
- CUVPHI06B Plan and carry out image capture in response to a brief

- CUVPHI07B Process photoimages to work print/file stage
- CUVPHI08B Enhance, manipulate and output photoimages
- CUFSAF01B Follow health safety and security procedures.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 lighting requirements.	1.1 Correctly identify required lighting characteristics for the <i>subject</i> and purpose of the image. 1.2 Select appropriate lighting equipment for the purpose.
2 Prepare specific work environment.	2.1 Select <i>work environment</i> which meets requirements for the production of work. 2.2 Care for work environment so that it remains clean and <i>safe</i> during production processes. 2.3 Select relevant <i>camera system and accessories</i>

ELEMENT**PERFORMANCE CRITERIA**

- for the work.
- 2.4 Correctly set up camera system and accessories for the work, including props and/or position models when required.
- 2.5 Correctly assemble the **lighting** system in accordance with work requirements.
- 2.6 Consider and implement the required safety aspects of the lighting set up and cabling.
- 2.7 Use equipment and **materials** in a manner which minimises waste.
- 3 **Light the subject.**
- 3.1 Test lighting techniques to suit purpose of work.
- 3.2 Confirm that lighting techniques are consistent with purpose of the work.
- 3.3 **Adjust**, modify and calibrate qualities of light to suit subject.
- 3.4 Calculate and determine the exposure for the subject consistent with purpose for the photograph(s).
- 4 **Capture image.**
- 4.1 Expose film or media using determined calculations.
- 4.2 Review image captured against work requirements and take action accordingly.
- 4.3 Accurately document the work progress as required.
- 5 **Restore work environment and equipment.**
- 5.1 Safely clean work environment after use.
- 5.2 Clean and maintain equipment in accordance with manufacturer's instructions after use.
- 5.3 Safely transport and store equipment and materials and ensure readiness for future use.

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 written instructions, safety labels and procedures
- numeracy skills sufficient to interpret technical charts and diagrams pertaining to a range of lighting procedures and techniques.

Required knowledge:

- general knowledge of the ways in which a typical photoimaging studio is organised and codes of practice
- general knowledge of the electromagnetic spectrum, colour temperature and colour synthesis
- general knowledge of photoimaging lighting, including terminology and identification
- some knowledge of the ways in which light sensitive materials, including films and digital sensors, respond to light and knowledge of the implications of light on exposure of light sensitive media
- some knowledge of physical properties and capabilities of the camera systems and lighting equipment used in the exposure of photographic film and digital sensors
- occupational health and safety issues and procedures associated with lighting
- general knowledge of elements and principles of design
- theoretical and historical contexts of lighting for photoimaging and a range of other art forms, e.g. painting and drawing
- general knowledge of other photographers, their work, ideas and techniques especially pertaining to lighting.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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

The following evidence is critical to the judgement of

EVIDENCE GUIDE

assessment and evidence required to demonstrate competency in this unit in this unit

competence in this unit:

- the selection of appropriate camera and lighting equipment and associated accessories for specified subjects
- application of a range of lighting techniques for the specified subjects.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to select and apply a range of lighting techniques for specified subjects
- presence of time constraints that reflect industry practice and standards.

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 application of lighting techniques
- evaluation of lighting within images produced by the candidate
- questioning and discussion about the candidate's intentions and work outcome
- verbal or written reports
- review of folios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to select, set up, adjust and apply camera and lighting 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.

Subjects to be lit may include:

- photo-documentary
- portraiture (formal or candid)
- scientific/medical/technical
- still life, e.g. glassware
- the built environment
- the natural environment.

Work environment needs may include:

- chairs, stools, posing equipment and tables
- dust free environment
- electricity
- lighting, natural/available or studio
- other portable equipment and materials, e.g. ground sheets, backgrounds
- portable generator
- ventilation/air conditioning
- work tables and storage areas and facilities.

Safely means in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Camera systems and accessories may include:

- 120 camera, 4x5 camera
- 35mm SLR camera
- cable release
- digital cameras and backs
- exposure meters
- film and media
- filters
- range of lenses

RANGE STATEMENT

Lighting equipment and techniques may include:

- tripods and/or camera stands.
- equipment:
 - fibre optics
 - floor pack electronic flash systems
 - French flags and gobos
 - light modifying devices, including scrims, umbrellas, honeycombs and grids, soft boxes, reflectors, light absorbers
 - portable (monobloc type) systems
 - portable electronic flash
 - portable photoflood and tungsten light systems
- exposure:
 - grey card readings
 - incident/reflective readings
 - lighting ratio and brightness range readings
 - off the film plane metering (TTL&OTF metering)
 - spot meter readings
- light sensitive materials:
 - different types of film and electronic sensors
 - response of light sensitive material to different colours of light source
- light sources:
 - candle flame and other ambient low light sources
 - fluorescent lighting
 - incandescent, tungsten, photoflood
 - metallogenic and discharge lamps
 - ultraviolet and infra-red
- special situations:
 - scientific/technical techniques
- techniques:
 - background effects
 - colour balancing and the use of colour temperature meters and filters
 - combined lighting and the illusion of movement

RANGE STATEMENT

- feathering the light
- lighting for silverware
- lighting for textured surfaces
- lighting glassware, gloss ware
- lighting techniques for translucent surfaces
- painting with light
- shadowless lighting
- synchro sun and fill flash
- white balance and custom colour optimisation for electronic sensors.

Apart from lighting and camera equipment other **materials** may include:

- gaffer tape
- ground sheets
- power cables and multi-outlet power boards for electrical equipment
- suitable props
- transport cases and bags for equipment.

Adjusting and/or calibrating camera settings for lighting may involve:

- aperture
- lens focal length
- lens hoods
- shutter speed.

Unit Sector(s)

Not Applicable

CUVPHI05B Use a 35mm SLR camera or digital equivalent

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to apply a range of techniques to the use of a 35mm SLR camera or digital equivalent. It is a specialisation unit and refers to specific techniques for photoimaging. This unit underpins CUVPHI06B Plan and carry out image capture in response to a brief. The work would usually be carried out under supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended that this unit be assessed in conjunction with the units which cover skills and knowledge for photoimaging developing and printing/outputting work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Operate the camera.	1.1 Identify and select appropriate camera for specific purposes. 1.2 <i>Safely</i> operate the camera.
2 Experiment with techniques to capture photographic images.	2.1 Identify and select appropriate techniques for the photographic <i>subject matter</i> . 2.2 Identify and select correct lenses and accessories for the photographic subject. 2.3 Select and use appropriate <i>controls</i> to effect image capture and to ensure correct exposure. 2.4 Test <i>techniques</i> to achieve changes to subject appearance as required.
3 Review images.	3.1 Use <i>equipment</i> correctly to <i>process and output</i> the image. 3.2 Evaluate results to ensure correct exposure and the desired outcome for the subject matter. 3.3 Accurately <i>document the processes</i> and outcomes in accordance with workplace

ELEMENT**PERFORMANCE CRITERIA**

procedures.

4 Restore equipment.

4.1 Clean and *prepare equipment for storage*, using cleaning *materials* safely.

4.2 Store equipment in accordance with workplace 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 follow instructions for a 35mm SLR camera or digital equivalent
- numeracy skills sufficient to interpret technical charts or diagrams relevant to the use of a 35mm SLR camera or digital equivalent.

Required knowledge:

- general knowledge of the use of a 35mm SLR camera or digital equivalent
- organisational and legislative occupational health and safety procedures in relation to photoimaging work with a 35mm SLR camera or digital equivalent
- general knowledge about other photographers, their work, ideas and techniques
- general knowledge about the elements and principles of design as applied to the use of a 35mm SLR cameras or digital equivalent
- cleaning and maintenance techniques for the use of a 35mm SLR camera or digital equivalent.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- use of correct processes and techniques to produce images for specific purposes.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using a 35mm SLR camera or digital equivalent to capture images for specific purposes.

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 a camera
- evaluation of images captured by the candidate
- oral or written questioning to assess knowledge of camera techniques and features
- discussion and/or written report of the nominated techniques applied to selected subject matter
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to capture

EVIDENCE GUIDE

images.

Range Statement

RANGE STATEMENT

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

Safely means in accordance with:

- Federal, State and Territory legislation, regulations and standards.

The ***subject matter*** may be:

- portrait
- still life
- the built environment
- the natural environment.

Controls are:

- aperture
- lens focal length
- shutter speed.

Techniques to capture photographic images may relate to:

- aperture:
 - depth of field (maximum and minimum)
 - effect of different lens focal lengths on depth of field
- exposure meter techniques:
 - contrast evaluation
 - incident
 - reflected
 - spot
- perspective:
 - flattened perspective

RANGE STATEMENT

- normal perspective
- steepened perspective
- shutter speed:
 - freeze motion
 - panning
 - slow shutter speeds and moving subjects
 - time exposure.

Equipment may include:

- cable release
- filters
- lens hoods
- tripod.

Process and output may refer to:

- use of digital image processing and output
- ways photographic film is processed and printed.

Documenting the processes may involve the use of:

- data sheets with notes
- diagrams
- a visual diary.

Preparing equipment for storage may involve:

- cleaning the lens
- use of covers, caps or cases for lens and camera.

Equipment and materials must include:

- 35mm SLR camera (or digital equivalent)
- film suitable for the nominated techniques black and white, colour or digital media
- lenses covering the focal length range 28mm to 135mm.

Unit Sector(s)

Not Applicable

CUVPHI06B Plan and carry out image capture in response to a brief

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to plan and set up a shoot using a range of image capture techniques with digital and/or analogue equipment. The unit builds on unit CUVPHI05B Use a 35mm SLR camera or digital equivalent. It is a specialisation unit and refers to skills and knowledge required for photoimaging. This work would usually be carried out under limited supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended this unit be assessed with or after the following unit:

- CUVPHI05B Use a 35mm SLR camera or digital equivalent.

Prerequisite units

It is highly recommended this unit be assessed with or after the following unit:

- CUVPHI05B Use a 35mm SLR camera or digital equivalent.

Employability Skills Information**Employability skills**

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 brief.**

1.1 Correctly interpret the specifications of ***the brief***.

1.2 Determine the user or client for the proposed object to inform design decisions.

1.3 Clarify ***specifications, parameters or constraints*** of the brief in consultation with ***relevant colleagues***.

1.4 Source and evaluate ***information pertinent*** to the brief.

2 Plan and set up the shoot.

2.1 Select appropriate location in accordance with brief.

ELEMENT**PERFORMANCE CRITERIA**

	2.2 Select appropriate model/s or subject/s and/or props consistent with brief. 2.3 Select suitable camera systems and accessories and lighting consistent with brief. 2.4 Select appropriate light sensitive media for image capture. 2.5 Consider and implement appropriate safety procedures for shoot. 2.6 Safely set up cameras, lighting, accessories, and props to meet requirements.
3 Capture images.	3.1 Adjust/calibrate settings for camera exposure and subject lighting consistent with purpose of the brief. 3.2 Consider the time-specific nature of action or movement of the subject. 3.3 Operate camera(s) at the determined specified time. 3.4 Reflect on anticipated outcome to ensure that images are captured consistent with the purpose of the brief. 3.5 Accurately document the work progress as required.
4 Restore work area and equipment.	4.1 Safely dismantle work area after use. 4.2 Minimise and clean up waste in accordance with safety requirements. 4.3 Clean and maintain equipment in accordance with manufacturer's instructions. 4.4 Store equipment in accordance with workplace procedures and ensure readiness for future use.

Required Skills and Knowledge**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 the brief, instruction and procedures
- numeracy skills sufficient to interpret technical charts/diagrams and safety labels and procedures.

Required knowledge:

- general knowledge about the techniques of image capture for different purposes
- physical properties and capabilities of the range of camera exposure systems
- styles and types of photographs/images that are required in different industry sectors
- organisational and legislative occupational health and safety procedures in relation to the use of image capture techniques for different purposes
- elements and principles of design and how these may be used in photoimaging work
- work space requirements for image capture work including selection and set up of work space for particular types of image capture
- general knowledge about how to interpret a brief
- theoretical and historical contexts for photoimaging and how this may be used to inform own photoimaging practice
- environmental issues associated with the equipment and materials used in the image capture work
- general knowledge about other photographers, their work, ideas and techniques
- copyright, moral rights and intellectual property issues and legislation associated with image capture 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.

Critical aspects for assessment and evidence

The following evidence is critical to the judgement of competence in this unit:

EVIDENCE GUIDE

required to demonstrate competency in this unit in this unit

- correct interpretation of a brief
- selection and application of equipment, materials, lighting and image capture techniques consistent with the purpose of the brief.

Context of and specific resources for assessment

The assessment context must provide for:

- project or work activities that allow the candidate to select and apply image capture techniques for a range of purposes
- presence of time constraints that reflect industry practice and standards.

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 undertaking image capture
- evaluation of images produced by the candidate
- questioning and discussion of the image capture techniques and their use
- review of folios of evidence
- 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 and 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 materials, resources and equipment needed for image capture.

Range Statement

RANGE STATEMENT

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

- describes and specifies the work to be completed
- is usually prepared by a commissioning person, body or organisation, e.g. supervisor, client, a collaborator in a project or be self directed
- may be written, diagrammatic, visual or verbal.

Specifications would be articulated in the brief and may refer to:

- audience
- medium
- purpose
- style.

Parameters or constraints may refer to:

- cost of production, including camera format, materials and lighting equipment required, model/s or subject/s and props
- media used, equipment, location and lighting
- number of photographs to be produced
- suitability of image for different audiences or use limitations.

Relevant colleagues may include:

- client
- supervisor
- other people working on the project.

Information pertinent to the brief may be about:

- capabilities of equipment
- design standards
- health and safety
- industry standards
- legal, contractual, ethical and copyright considerations
- material/chemical characteristics and capabilities

RANGE STATEMENT

- stylistic considerations
- technological considerations.

Camera systems and accessories may include:

- 4 x 5 cameras
- associated electrical cabling
- cable releases
- equipment cases, bags and trunks
- exposure meters
- filters
- instant imaging film backs
- lighting equipment consistent with purpose of the brief
- macro and close-up systems
- motor drives
- portable generator
- range of lenses
- tools for assembling props
- tripods.

Camera systems and accessories must include:

- 120mm camera formats
- 35mm SLR cameras
- digital cameras
- appropriate accessories for the above.

Materials include a range of **light sensitive** media and may also include:

- a range of materials for props
- First Aid kit
- gaffer tape.

The purpose for **image capture** may be:

- architectural/the built environment
- close-up
- corporate
- editorial
- illustrative
- landscape
- natural history
- photo-documentary
- portraiture

RANGE STATEMENT

- press and public relations
- scientific
- sport
- still life
- work of art.

Safely means in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Camera settings ***exposure*** relates to exposure meter techniques such as:

- contrast evaluation
- incident
- reflected
- spot.

Time-specific nature of action may involve consideration of:

- conjunction of elements
- decisive moment
- expression
- juxtaposition of elements/subjects with the image
- meteorological information
- peak action.

Reflecting on the outcome may involve:

- checking that adjustments to camera were correct and consistent with purpose for image capture
- reviewing digital image on camera/computer screen
- reviewing the image by using instant films.

Documenting the work progress may involve:

- amount of film required planned as against actual
- budget planned costs as against actual
- diagrams
- exposure calculations
- lighting schema
- storyboards
- time for activity.

RANGE STATEMENT

Techniques would involve a range of:

- lenses (angle of view and perspective)
- shutter speed
- variations in aperture.

Unit Sector(s)

Not Applicable

CUVPHI07B Process photoimages to work print/file stage

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques for image processing and focuses on technical aspects including chemical and electronic processes, sensitometry and optoelectronics. It is a specialisation unit and refers to specific equipment and techniques used for making photo work-print images. This work would usually be carried out under supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended that this unit be assessed in conjunction with:

- CUVPHI03B Research and apply information on the traditions which inform photoimaging practice
- CUVPHI06B Plan and carry out image capture in response to a brief
- CUVPHI08B Enhance, manipulate and output photo

images

- CUFSAF01B Follow health safety and security procedures.

This unit may be assessed in conjunction with:

- CUVPHI05B Use a 35mm SLR camera or digital equivalent
- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 work environment for analogue or digital processing.**

- 1.1 Select ***work environment*** which meets requirements for specific processing tasks.
- 1.2 Care for work environment so that it remains clean and safe during the production of work.
- 1.3 Correctly set up relevant ***equipment*** and ***materials***/software for processing work.
- 1.4 Adhere to codes of practice and safety requirements for the workplace.

ELEMENT

PERFORMANCE CRITERIA

2 Process images by analogue or digital means.	2.1 Download digital files or process film according to manufacturers or supplied specifications. 2.2 Organise negatives or files into appropriate <i>folders</i> . 2.3 Accurately <i>document the work progress</i> in accordance with workplace procedures.
3 Test techniques to produce proof sheet(s).	3.1 Select appropriate files or negatives. 3.2 Apply the techniques required to produce analogue or digital proof sheets.
4 Test techniques to make work-print(s) and screen images.	4.1 Select <i>images</i> from the proof sheet(s) that match <i>the concept</i> /required outcome. 4.2 Utilise <i>enhancement</i> and printing techniques to output work-print(s) or display and save on screen.
5 Restore work environment and equipment.	5.1 <i>Safely</i> dismantle work area after use. 5.2 Minimise and clean up waste in accordance with safety requirements. 5.3 Clean and maintain equipment in accordance with manufacturer's instructions. 5.4 Store equipment in accordance with workplace procedures and ensure readiness for future use.

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 technical data and labels

REQUIRED SKILLS AND KNOWLEDGE

- numeracy skills sufficient to calculate/measure materials requirement and interpret technical data/charts/graphs.

Required knowledge:

- work space requirements for photoimaging, including set up of work space for particular types of work
- capabilities of digital and wet darkroom equipment and their applications
- characteristics of different materials (e.g. chemicals) under different treatments and the potential of these characteristics to achieve different effects
- copyright, moral rights and intellectual property issues and legislation associated with photoimaging work
- environmental issues associated with the equipment and materials used in photoimaging work
- organisational and legislative occupational health and safety procedures in relation to photoimaging work
- elements and principles of design and how these may be used, adapted for image processing
- traditions which inform photoimaging practice and how these may be used to inform own 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.

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:

- production of multiple proof sheets/work prints/digital files which demonstrate the application of selected techniques consistent with concept/brief.

Context of and specific

The assessment context must provide for:

EVIDENCE GUIDE

resources for assessment

- practical demonstration of skills using required equipment and materials for the production of proof sheets/work prints/digital files(s)
- presence of time constraints that reflect industry practice and standards.

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 proof sheets/work prints/digital files produced by the candidate
- discussion and questioning about the candidate's intention and the work outcome
- written and verbal reports
- evaluation of work prints/files produced by the candidate
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to materials and all resources and equipment needed to safely process, and enhance analogue or digital photo-images and to safely store these images for future output.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential

RANGE STATEMENT

operating conditions that may be present with training and 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 **work environment** may mean:

- darkroom equipped with enlarger(s), film processing and developing requirements, appropriate lighting plumbing and safely installed and managed electrical cabling
- digital context equipped with computer, scanner, printer and safely installed and managed electrical cabling, storage for software.

Equipment may include:

- computer
- digital camera
- discs and digital media storage cards
- enlarger(s)
- film and flat bed scanners
- imaging applications
- monitor
- output devices
- relevant wet darkroom equipment
- timer(s).

Materials may include:

- a range of film types for black and white photography, colour transparencies or colour photography
- a range of light sensitive papers
- relevant chemicals for wet darkroom film processing and developing
- storage folders.

Folders for storage may include:

- desktop folders, electronic media transfer/storage devices/CD and DVD
- negative sleeves/enclosures/folders.

Documenting the work progress may involve:

- diagrams
- folder of data sheets with notes
- recording procedures
- visual diary.

RANGE STATEMENT

- Origins of *images* processed may include:
- files created from scanned images film negatives, prints or other subjects (flat bed scanned)
 - files from digital cameras
 - gelatin silver based films from camera exposures.

- The concept* may include:
- ease of realisation
 - exploration of the elements and principles of design
 - personal affinity with the technique
 - the relationship of the work to traditions of photographic practice.

- The concept* may include references to:
- the subject matter or theme for the image, e.g. the body; identity; land and place; political and/or cultural issues.

- Enhancement* techniques may involve:
- burning
 - contrast
 - density
 - digital (adjust levels/curves)
 - digital (colour correction)
 - dodging
 - spotting and basic retouching
 - using digital tool box functions
 - using photo relevant menu.

- Safely* means in accordance with:
- Federal, State and Territory legislation, regulations and standards.

Unit Sector(s)

Not Applicable

CUVPHI08B Enhance, manipulate and output photoimages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to apply techniques to image enhancement, manipulation, output and post output processes. The manipulation and output processes employed are to enhance and resolve the concept for the image. This is a specialisation unit and refers to specific techniques used to output images in either an analogue or digital context. This work would usually be carried out with supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended this unit be assessed in conjunction with:

- CUVPHI01B Source and apply photoimaging industry knowledge
- CUVPHI02B Develop self for photoimaging industry
- CUVPHI03B Research and apply information on the

traditions which inform photoimaging practice

- CUVPHI06B Plan and carry out image capture in response to a brief
- CUVPHI07B Process photoimages to work print/file stage
- CUFSAF01B Follow health safety and security procedures.

This unit may also be assessed in conjunction with:

- CUVCRS08B Document the work progress
- CUVDES04B Integrate colour and design theories in response to a brief
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Retrieve work prints or digital files.**

- 1.1 ***Clarify*** and confirm ***concept*** for ***final image*** in consultation with ***relevant colleagues***.
- 1.2 Identify and select work prints or files which are consistent with concept/brief.

ELEMENT

PERFORMANCE CRITERIA

2 Plan image output.	2.1 Identify and confirm qualities and characteristics of the work prints or files suitable for enhancement and manipulation consistent with concept/brief. 2.2 Resolve output strategies consistent with the purpose of the final image, including identification of constraints and requirement of specified image use (print or electronic).
3 Prepare work environment for analogue or digital work.	3.1 Select work environment which meets requirements for specific tasks. 3.2 Care for work environment so that it remains clean and safe during the production of work. 3.3 Safely set up relevant equipment and prepare materials for the work.
4 Enhance and manipulate the image(s).	4.1 Select techniques for image enhancement and manipulation consistent with the concept, testing processes and purpose of the work. 4.2 Select materials and equipment appropriate for the selected techniques and, for a digital context, consider screen based issues . 4.3 Safely apply selected techniques to enhance and manipulate the image(s) in order to resolve image(s) ready for output, which includes resolving output strategies .
5 Output image(s).	5.1 Select appropriate materials and/or equipment for output option . 5.2 Safely output image by digital or analogue means.
6 Restore work environment, equipment and materials and ensure safe	6.1 Safely restore work area after use. 6.2 Minimise and clean up waste in accordance with safety requirements. 6.3 Clean and maintain equipment in accordance with manufacturer's instructions.

ELEMENT**PERFORMANCE CRITERIA****storage.**

6.4 Store equipment in accordance with workplace procedures and ensure readiness for future use.

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 technical data and labels
- numeracy skills sufficient to calculate/measure materials requirement and interpret technical data/charts/graphs.

Required knowledge:

- maintenance and organisation of the work environment
- detailed knowledge of the physical properties and capabilities of the equipment and materials used in photoimaging for image enhancement, manipulation and output
- the characteristics of different materials (e.g. chemicals) under different treatments and the potential of these characteristics to achieve different effects
- organisational and legislative occupational health and safety procedures in relation to photoimaging work
- environmental issues associated with the materials and equipment used in image enhancement, manipulation and output work, including the potential issues associated with new approaches
- elements and principles of design and how these may be used, adapted for image processing
- traditions which inform photoimaging practice and how these may be used to inform own practice
- copyright, moral rights and intellectual property issues and legislation associated with image enhancement, manipulation and output.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- output of image(s) which demonstrate the application of selected techniques and which are consistent with concept and purpose of the work.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required equipment and materials and selected techniques for image manipulation and output for a range of images
- presence of time constraints that reflect industry practice and standards.

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 selected techniques for image enhancement, manipulation and output
- evaluation of images produced by the candidate
- discussion and questioning about candidate's intention and work outcome
- written and verbal reports
- review of folios of evidence
- 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 with interrupted schooling).

EVIDENCE GUIDE

Assessment of this unit requires access to materials, resources and equipment needed to safely output analogue or digital images.

Range Statement

RANGE STATEMENT

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

Clarifying the concept may involve:

- evaluating the work prints/digital file images against the concept
- reassessing the qualities and characteristics of the work prints/digital file images
- reassessing the results of testing processes of enhancement and manipulation.

The ***concept*** may include references to:

- the subject matter or theme for the image, e.g. the body; identity; land and place; political and/or cultural issues.

The ***concept*** may include:

- ease of realisation
- exploration of the elements and principles of design
- personal affinity with the technique
- the relationship of the work to traditions of photographic practice.

The ***final image*** may be for:

- advertising
- medical/scientific report
- personal expression/art
- photo documentary
- political commentary

RANGE STATEMENT

- promotion
- social commentary.

Relevant colleagues may include:

- client
- supervisor
- others working on the project.

Enhancement and manipulation techniques may include:

- adjusting levels and curves
- colour correction
- density and contrast adjustments
- digital tool box functions
- dodging and burning
- exploring different filters
- masking, multiple printing, multiple exposure
- using a range of print developers
- using liquid emulsions
- using photo relevant menu.

The **work environment** may mean:

- darkroom equipped with film developing requirements, appropriate lighting and plumbing
- digital context equipped with computer, scanner, printer or other output devices, safely installed and managed electrical cabling, storage for software.

Safely means in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Equipment may include:

- computer
- discs, electronic storage devices including hard disk, CDs and DVDs
- imaging applications/software
- output devices
- relevant wet darkroom equipment
- scanner.

Manipulation **techniques** may

- digital techniques using a range of imaging

RANGE STATEMENT

involve:

applications, including Adobe Photoshop and features utilised by the photoimaging industry such as:

- batch processing
- colour/contrast and density controls
- conversion to colour files to black and white images
- filters
- image assembly from multiple originals
- layers and channel operations
- masking
- text
- unsharp masking
- wet darkroom techniques:
 - emulsion transfer, use of liquid emulsions
 - general and local toning and bleaching
 - high contrast techniques including bas relief and tone-line
 - image tone modification
 - masking, multiple exposure, multiple printing
 - sabattier effect/pseudo solarisation
 - selective contrast control
 - use of different print developers.

Materials may include:

- a range of film types for black and white, colour transparencies and colour negative imaging
- a range of light sensitive papers
- relevant chemicals for wet darkroom film and paper development
- storage folders, negative carriers.

Screen based issues may involve:

- aliasing
- ambient light
- colour calibration
- colour management
- colour space
- pixelation
- resolution

RANGE STATEMENT

- screen size
- WYSIWYG.

Output strategies may involve:

- inks/pigments
- metamerism
- paper surfaces and types
- type of printer
- viewing conditions of output.

Output **equipment** may include:

- analogue:
 - contact printers
 - enlargers
 - enlarging easel
 - timers
 - wet processing apparatus
- digital:
 - dye sublimation
 - emerging print technologies
 - inkjet (desktop and large format)
 - laser printers
 - LED and CRT printers
- other print technologies:
 - cyanotype
 - digigraphs and compugrams
 - gravure
 - photolithography
 - screen printing.

Output options may be:

- digital print
- file
- film (colour transparency)
- hybrid technology
- photographic print, e.g. black and white, colour
- Web.

Unit Sector(s)

Not Applicable

CUVPHI09B Use colour materials, processing and printing techniques in a wet darkroom context

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to process colour materials in a wet darkroom environment to produce colour negatives and transparencies. It also describes the skills and knowledge required to prepare and maintain a specific work space and to select materials and equipment required for colour film processing. It is a specialisation unit and refers to specific photographic processing techniques and must be linked with a unit in which images are captured. This work is carried out with supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVPHI01B Source and apply photoimaging industry

knowledge

- CUVPHI02B Develop self for photoimaging industry
- CUVPHI03B Research and apply information on the traditions which inform photoimaging practice
- CUVPHI04B Apply photoimaging lighting techniques
- CUVPHI05B Use a 35mm SLR camera or digital equivalent
- CUVPHI06B Plan and carry out image capture in response to a brief
- CUFSAF01B Follow health safety and security procedures.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 the work space for colour processing.**

- 1.1 Correctly determine the appropriate colour process from supplied pre-exposed film.
- 1.2 Correctly identify ***work space needs*** for processing the film.
- 1.3 Select work space which meets requirements for film processing.
- 1.4 Adhere to codes of practice and workplace

ELEMENT

PERFORMANCE CRITERIA

safety requirements for the **process** selected and the work place.

2 Produce colour negatives and/or transparencies.

- 2.1 **Safely** process the film in accordance with manufacturer's specifications.
- 2.2 Cut, sleeve or file negatives and make proof sheet or workprints, if required.

3 Plan the production of colour prints from colour negatives and/or transparencies.

- 3.1 Determine **the concept** for the photographic print from proofs, work prints or transparencies.
- 3.2 Evaluate and select options to manipulate and output photographic prints to meet requirements of work.

4 Make colour prints.

- 4.1 Use selected negative/s and transparency/s and correctly apply the manipulation and output options.
- 4.2 Test and review results of manipulation and output options.
- 4.3 Compare outcome with planned concept and refine to achieve optimum result.
- 4.4 Accurately document the process in accordance with workplace procedures.
- 4.5 Safely store processed film for future use in accordance with workplace procedures.

5 Restore work space, materials, and equipment and ensure safe storage.

- 5.1 Safely restore work area after use.
- 5.2 Minimise and clean up waste in accordance with safety requirements.
- 5.3 Clean and maintain **equipment** in accordance with manufacturer's instructions.
- 5.4 Store equipment in accordance with workplace procedures and ensure readiness for future use.

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 technical data and labels
- numeracy skills sufficient to calculate/measure materials requirement and interpret technical data/charts/graphs.

Required knowledge:

- work space requirements for colour processing and printing techniques in a wet darkroom environment
- some knowledge of physical properties and capabilities of the materials and equipment used in the processing and printing of colour negatives and transparencies
- the characteristics of different materials (e.g. chemicals) under different treatments and the potential of these characteristics to achieve different effects in a wet darkroom context
- organisational and legislative occupational health and safety procedures in relation to colour processing and printing work
- environmental issues associated with the materials and equipment used in colour processing and printing techniques, including the potential issues associated with new approaches
- elements and principles of design and how these may be used, adapted for colour processing and printing
- traditions which inform photoimaging practice and how these may be used to inform own practice for colour processing and printing
- copyright, moral rights, intellectual property issues and legislation associated with colour processing and printing.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

EVIDENCE GUIDE

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 processing of colour negatives and transparencies and colour prints which demonstrate the application of selected techniques.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required equipment and materials and selected techniques for colour processing and printing
- presence of time constraints that reflect industry practice and standards.

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 colour processing and printing techniques
- questioning and discussion about candidate's intention and work outcome
- verbal or written reports
- evaluation of work prints produced by the candidate
- review of folios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed for colour film processing and printing 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.

Work space needs may include:

- benches, storage facilities, required darkroom layout
- electricity
- materials and equipment
- process-specific needs
- safe lights
- ventilation
- wet areas.

Techniques and ***processes*** may include:

- exposure and processing of colour print materials
- processing colour negative film
- processing colour reversal film.

Safely means in accordance with:

- Federal, State and Territory legislation, regulations and standards.

The concept may include:

- elements and principles of design
- relationship of the work to a theoretical and historical context
- subject matter or theme for the photographic image.

Materials and ***equipment*** may include:

- current professional grade colour reversal and colour negative materials
- focusing magnifier
- photographic thermometer
- relevant darkroom and equipment
- relevant photographic chemicals for processing

RANGE STATEMENT

- colour film and papers
- relevant photographic papers .

Unit Sector(s)

Not Applicable

CUVPHI10B Use and extend wet darkroom techniques to produce monochrome photographs

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques to produce monochrome photographs. It outlines the way techniques are extended through testing and practice. This work may or may not respond to a brief. The work would be carried out under some supervision.

Current photoimaging industry practice relies increasingly on digital imaging processes and this should be reflected in training and assessment of this unit. Analogue equipment and processes may be used to support this as appropriate to the specific context.

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

It is highly recommended that this unit be assessed in conjunction with:

- CUVPHI03B Research and apply information on the traditions which inform photoimaging practice
- CUVPHI02B Develop self for photoimaging industry
- CUVPHI05B Use a 35mm SLR camera or digital equivalent

- CUVPHI06B Plan and carry out image capture in response to a brief
- CUFSAF01B Follow health safety and security procedures.

This unit may be assessed in conjunction with:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 the specific work space for film processing.**

- 1.1 Determine the appropriate process for pre-exposed film.
- 1.2 Identify ***work space needs*** for processing the film.
- 1.3 Select work space which meets requirements for the processing of the film.
- 1.4 Adhere to recognised ***procedures*** and safety requirements for the process/s selected and the work space.

ELEMENT

PERFORMANCE CRITERIA

2 Process black and white photographic film.	2.1 Safely follow procedures to process black and white photographs using relevant technique/s and manufacturer's specifications. 2.2 Correctly cut and file film.
3 Prepare specific work spaces for B&W photographic print making.	3.1 Identify work space needs for developing black and white photographs. 3.2 Check and care for work space so that it is safe and clean during the printing process. 3.3 Identify and organise materials and equipment required for printing proof sheets/test prints and photographs. 3.4 Adhere to recognised procedures and safety requirements for producing photographic prints.
4 Plan the production of monochrome photographs.	4.1 Safely make proof sheets from black and white negatives. 4.2 Determine or clarify the concept for the proposed photographs. 4.3 Evaluate proofs to identify images which match the concept for the photographs. 4.4 Establish the criteria for techniques to enhance or manipulate the proposed prints to achieve concept. 4.5 Select suitable techniques for enhancement or manipulation.
5 Extend techniques used to produce photographs.	5.1 Select suitable negative/s for the application of techniques. 5.2 Test techniques with the selected negative/s to achieve optimum outcome. 5.3 Use and/or combine different techniques, equipment and materials to test, review and extend capabilities.
6 Produce final photographs.	6.1 Utilise techniques to produce monochrome photographs which are consistent with the

ELEMENT

PERFORMANCE CRITERIA

concept.

6.2 Produce photographs of a quality suitable for reproduction or display.

6.3 Accurately **document** the work progress in accordance with workplace procedures.

7 **Restore work space, materials and equipment and ensure safe storage.**

7.1 Safely restore work area after use.

7.2 Minimise and clean up waste in accordance with safety requirements.

7.3 **Clean and maintain** equipment in accordance with manufacturer's instructions.

7.4 Store equipment in accordance with workplace procedures and ensure readiness for future use.

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 technical data and labels
- numeracy skills sufficient to calculate/measure material requirements and interpret technical data/charts/graphs.

Required knowledge:

- work space requirements for monochrome processing and printing techniques in a wet darkroom environment
- some knowledge of physical properties and capabilities of the materials and equipment used in the processing and printing of monochrome photographs
- general knowledge of the characteristics of different materials (e.g. chemicals) under different treatments and the potential of these characteristics to achieve different effects
- organisational and legislative occupational health and safety procedures in relation to processing and printing monochrome work
- environmental issues associated with the materials and equipment used in

REQUIRED SKILLS AND KNOWLEDGE

monochrome processing and printing techniques

- general knowledge of the elements and principles of design and how these may be used adapted for monochrome photography processing and printing
- traditions which inform photographic practice and how these may be used to inform own practice for processing and printing monochrome photographs
- copyright, moral rights and intellectual property issues and legislation associated with processing and printing monochrome photographs.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of multiple monochrome photographs which demonstrate the application of selected techniques consistent with the concept and are suitable for display or reproduction.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills using required equipment and materials and selected techniques for monochrome processing and printing.

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 processing and printing techniques for monochrome photographs
- evaluation of photographs produced by the candidate

EVIDENCE GUIDE

- questioning and discussion of the candidate's intention and the work outcome
- verbal and written reports
- review of folios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce monochrome photographs.

Range Statement

RANGE STATEMENT

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

Work space needs may include:

- electricity
- lighting and special lighting needs
- plumbing
- process specific needs
- ventilation.

Procedures may include:

- verbal directions about the procedures
- work based procedures
- written procedures.

RANGE STATEMENT

Safely means in accordance with:

- Federal State and Territory legislation, regulations and standards.

The ***photograph(s)*** may be:

- a series or sequence
- prints on a range of photographic papers or other papers
- prints on fabric, metal, glass or wood
- unique state.

Techniques may include:

- cyanotypes and/or other antique processes
- dodging and burning (selective exposure)
- emulsion transfer, liquid emulsions
- image modifications which are subject to specific regulations and standards
- image tone modification/toning
- making a pin hole camera and developing exposed film for this camera
- photograms and chemograms
- processing for archival permanence
- pseudo solarisation (sabattier effect)
- techniques for developing film from various formats
- techniques which manipulate the image, e.g. multiple printing, multiple exposure
- using contrast control filters
- using of a range of print developers, e.g. warm tone, high contrast.

The capability of ***techniques*** refers to:

- the process of extending the possibilities of techniques towards their full potential and this involves innovation.

Materials may include:

- chemicals for a range of emulsions
- data sheets for processing and developing
- different film types
- papers other than photographic papers
- surfaces for a range of emulsions fabric, wood, glass, perspex

RANGE STATEMENT

- time/temperature charts.
- Preparing **materials** may include:
- consulting manufacturers sheets, data and charts
 - consulting Material Safety Data Sheets
 - consulting time and temperature data
 - preparing chemicals.
- Equipment** includes:
- a range of cameras of various formats
 - contrast filters
 - developing trays
 - drying cabinet for negatives
 - enlargers, negative carriers
 - film plucker/puller opener
 - focus scope
 - measuring jugs and stirrers
 - paintbrushes, sponges
 - personal protective equipment/clothing
 - process tank
 - safe lights
 - scissors
 - spirals
 - thermometer
 - tongs.
- The concept** may include:
- design elements and principles, e.g. tone, form, line, balance, repetition
 - scope of the photography series, unique state (e.g. photogram)
 - subject matter or theme for the photographs, e.g. personal or imaginative narrative, portraits, landscape, political or cultural or spiritual concerns, caricature, still life, the body, flora, fauna.
- Established **criteria** for selection of techniques may include:
- access to materials, tools and equipment required for that technique
 - challenge to the photographer
 - consistency with the concept for the proposed

RANGE STATEMENT

- prints
 - ease of application
 - personal affinity with the technique.
- Testing** processes may involve making:
 - proof sheets
 - test strips
 - work prints.
- Reviewing** techniques for use in producing the final photographs may consider:
 - adjustment to consideration of elements and principles of design for image making
 - adjustment to subject matter or theme
 - adjustment to utilise extended capabilities of the techniques
 - no change.
- Documentation** and planning may involve:
 - diagrammatic representation
 - discussion
 - folder of data sheets and notes
 - visual diary
 - written reports.
- Cleaning and maintaining** tools and equipment may involve:
 - ensuring all tools and equipment are dust free and lenses are clean
 - removing reject prints
 - replacing protective covers
 - restoring equipment and settings.

Unit Sector(s)

Not Applicable

CUVPHI501A Research role and use of the photoimage in visual communication

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to produce creative and innovative photoimages using visual communication principles.

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

Application of the Unit

Application of the unit

Practitioners in the photoimaging industry are required to consistently produce images that satisfy society's demands of visual communication. A range of specialist skills and knowledge is required by photoimage-makers to inform their practice and facilitate the production of creative and innovative photoimages.

This unit requires the self-directed application of skills and knowledge in order to research, apply and evaluate visual communication principles in the production of creative and innovative photoimages.

This work is usually undertaken independently (with guidance where required).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVDES04A Integrate colour theory and design processes in response to a brief
- CUVPHI03A Research and apply information on the traditions which inform photoimaging practice.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 principles and role of visual communication.**

- 1.1 Research historical and contemporary roles of the photograph/photoimage in visual communication.
- 1.2 Evaluate currency/credibility of information gathered and ensure research scope is sufficiently broad.
- 1.3 Investigate ***theories*** behind the conceptualisation, production and use of the photograph/photoimage.
- 1.4 Evaluate the creation and implied meaning of the photograph/photoimage in the ***context of its***

ELEMENT**PERFORMANCE CRITERIA***use.*

	1.5 Investigate the modes and media of visual communication. 1.6 Review and appraise a range of photograph and photoimage themes in the context of visual communication theories.
2 Use visual communication in photoimaging practice.	2.1 Consider the intent and intended audience of visual communication in the production of photoimages. 2.2 Apply photograph/photoimage themes and visual communication theories to the production of photoimages 2.3 Utilise a range of visual communication modes and media to present photoimages.
3 Evaluate visual communication in photoimaging practice.	3.1 Evaluate the effectiveness of visual communication in the production of photoimages. 3.2 Identify future opportunities, work directions, equipment needs and workflow changes resulting from application of visual communication principles. 3.3 Identify implications of visual communication as it applies to own creative and innovative 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 access and compare contemporary styles and conceptual/aesthetic approaches to the historical and contemporary photographic/photoimaging visual communication environment

REQUIRED SKILLS AND KNOWLEDGE

- critical thinking skills sufficient to:
 - recognise/address conceptual barriers to visual communication principles
 - employ reflective questioning to analyse performance
- literacy skills sufficient to interpret theories and themes on the historical and contemporary photographic/photoimaging visual communication environment
- numeracy skills sufficient to assess the financial viability of creative/commercial opportunities as they arise from trends and emerging technologies
- communication skills sufficient to articulate research practices and methods
- learning skills sufficient to review personal performance within the context of the photoimaging visual communication environment.

Required knowledge:

- contexts for the use of photoimages within visual communication
- copyright, moral rights, intellectual property and plagiarism issues within the historical and contemporary photographic/photoimaging visual communication environment
- creativity and innovation processes that drives successful photoimage-making for visual communication
- principles, theories and themes of photography/photoimaging in the visual communication 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to research and evaluate theories/themes on the historical and contemporary photographic/photoimaging visual communication environment
- ability to implement theories, themes and visual communication principles within own photoimaging practice

EVIDENCE GUIDE

- ability to review personal performance within the context of the photoimaging visual communication environment
- ability to recognise copyright, moral rights, intellectual property and plagiarism issues.

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on the historical and contemporary photographic/photoimaging visual communication environment
- access to a range of modes/media used in the photographic/photoimaging visual communication environment.

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 implementing visual communication principles in the production of photoimages
- case studies to assess candidate's ability to evaluate theories and themes in the historical and contemporary photographic/photoimaging visual communication environment
- 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.

Range Statement

RANGE STATEMENT

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

Theories may include:

- art and design (that impact the use of the photographic image)
- art movements (that impact upon and relate to photography/photoimaging)
- human vision and perception
- narrative and story telling
- science and technology
- social issues and movements
- theorists and commentators on art and the image, including:
 - Ansel Adams
 - Arthur Steiglitz
 - Georgy Kepes
 - John Berger
 - Laslo Mohly-Nagy
 - Minor White
 - P H Emerson
 - Robert Adams
 - Roland Bathes
 - Susan Sontag
 - W Eugene Smith
 - Walter Benjamin.

Context of its use may include:

- copyright and moral rights
- intellectual property
- plagiarism
- proof and evidence
- to communicate an idea
- to inform and educate
- to inspire
- to persuade (e.g. propaganda).

RANGE STATEMENT

Modes and media may include:

- combinations of:
 - audio and visual material
 - images and text
 - still and moving images
- billboard images
- hybrid technologies
- images in an exhibition
- mass communication/single viewer
- newspapers and magazines
- television/internet/blogs/video streaming.

Themes may include:

- abstraction
- advertising
- beauty
- culture
- gender identity
- landscape
- nature
- philosophical and classical themes
- religion
- reportage
- science and technology
- sexuality
- social issues
- the human condition
- the nude
- the photograph as truth
- the portrait.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

CUVPHI502A Research and exploit photoimaging trends

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to exploit creative and commercial opportunities as they arise from emerging trends in the photoimaging 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 the photoimaging industry which is constantly changing due to technological, societal and consumer demands. To retain industry currency, photoimaging practitioners need to identify emerging trends while evaluating, planning, and implementing changes to their workflows, products and technology.

This unit requires the self-directed application of skills and knowledge in order to research, evaluate, plan, coordinate, manage and exploit emerging trends that arise in the photoimaging industry.

This work is usually undertaken independently (with guidance where required).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are

required prior to undertaking this unit:

- CUVPHI01A Source and apply photoimaging industry knowledge
- CUVPHI03A Research and apply information on the traditions which inform photoimaging practice
- CUVPHI07A Process photoimages to work print/file stage.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 trends and emerging technologies in the photoimaging industry.	1.1 Identify <i>trends and emerging technologies</i> using appropriate <i>sources of information</i>. 1.2 Evaluate currency/credibility of information gathered and ensure research scope is sufficiently broad. 1.3 Maintain accurate and comprehensive details of sources of information. 1.4 Examine and clarify the implications and consequences of trends and emerging technologies. 1.5 Critique and review trends and emerging technologies with <i>relevant personnel</i>.

ELEMENT**PERFORMANCE CRITERIA**

2 Exploit creative and commercial opportunities in the photoimaging industry.	2.1 Use <i>critical thinking techniques</i> to identify creative/commercial opportunities as they arise from trends and emerging technologies. 2.2 Clarify business objectives for exploiting creative/commercial opportunities. 2.3 Assess <i>entrepreneurial attitudes</i> required to develop creative/commercial opportunities. 2.4 Assess feasibility and commercial viability of exploiting creative/commercial opportunities. 2.5 Identify and document business risk associated with exploiting creative/commercial opportunities. 2.6 Exploit creative/commercial opportunities within photoimaging industry.
3 Review adoption of trends and emerging technologies against photoimaging business practice.	3.1 Review performance of exploited opportunities against personal/business objectives. 3.2 Assess impact of adopting trends and emerging technologies on own photoimaging practice. 3.3 Develop systems to identify and respond to future creative/commercial opportunities as they arise from trends and emerging technologies.

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 interrogate/interpret a broad range of information on new photoimaging trends and technology
- numeracy skills sufficient to assess the financial viability of creative/commercial opportunities as they arise from trends and emerging technologies
- communication skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- critique and discuss new photoimaging trends and technology
- transfer newly acquired knowledge to peers and/or employees
- use industry and community networks as sources of information
- critical thinking skills sufficient to identify creative/commercial opportunities
- learning skills sufficient to seek expert advice when implementing new photoimaging trends and technology
- planning and organising skills sufficient to:
 - interpret and respond to photoimaging briefs
 - budget for costs associated with the implementation of new technology
 - develop systems to respond to future creative/commercial opportunities
 - document research findings clearly and concisely
 - plan integration of new technology into own photoimaging practice
- problem solving skills sufficient to recognise and resolve workplace issues when implementing new technology into own photoimaging practice
- technology skills sufficient to coordinate the installation of new technology.

Required knowledge:

- business implications/consequences of adopting photoimaging trends/technology
- commonly used research methodologies (including copyright/moral/intellectual property issues associated with photoimaging research)
- current trends and emerging technologies in photography/photoimaging
- OHS requirements relating to photography and computer usage
- planning and review processes for photoimaging business.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in

Evidence of the following is essential:

- ability to research trends and emerging technologies within the photoimaging industry
- ability to exploit creative and commercial

EVIDENCE GUIDE

this unit

opportunities that arise from trends and emerging technologies

- ability to connect trends/emerging technologies to aspects of photoimaging work practices, such as:
 - image lighting, acquisition, processing output and presentation
 - industry standard photoimaging workflows
 - marketing/promotion of products and services
- ability to review the impact of integrating trends and emerging technologies into photoimaging work practices.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate technology and sources of information to research trends and emerging technologies within the photoimaging industry
- access to an environment where creative and commercial photoimaging opportunities can be exploited
- 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 exploiting creative/commercial photoimaging opportunities
- case studies to assess candidate's ability to research trends and emerging technologies
- problem solving activities to assess candidate's critical thinking skills

EVIDENCE GUIDE

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options
- CUVPHI505A Produce an innovative presentation package of professional 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.

Trends and emerging technologies may include:

- advances in equipment/technology, including:
 - capture and lighting equipment
 - image processing, output methods and presentation devices
- alliances with allied technologies and businesses
- changing nature of the marketplace, including:
 - advertising and promotional opportunities (including marketing of products and services)
 - business structures and operational strategies
 - copyright, IR, insurance and taxation
 - funding policies and government initiatives
 - new markets (market contraction/expansion)
 - new terminology
 - photoimaging workflows
- social, political and environmental developments.

RANGE STATEMENT

Sources of information may include:

- copyright/legal representatives
- discussions with innovative industry practitioners
- electronic/print media (news, reviews, articles)
- employee association/union representatives (and other sources of industrial relations information)
- events (industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals, social events)
- government bodies and associated publications
- industry associations
- internet
- libraries and archives (text, film, video, sound, graphic)
- lifestyle and contemporary issues magazines
- museums/galleries/studios
- national/international journals (e.g. artist, computing and design journals)
- personal observations and experience
- professional competitions and awards
- 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.

Relevant personnel may include:

- early adopters
- mentors
- peers
- photographers
- photoimaging importers and suppliers
- professionals from allied areas
- speakers at conferences and seminars.

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

RANGE STATEMENT

- 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.

Entrepreneurial attitudes
may include:

- ability to act on intuition and assumptions
- ability to think laterally and independently
- ability to work within ambiguity and uncertainty
- confidence in self and vision
- curiosity
- desire to take risks
- flexibility
- interest in pursuing new ideas.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI503A Explore the descriptive and emotive nature of photo lighting

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to produce creative and innovative photoimages using photo lighting principles.

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

Application of the Unit

Application of the unit

Every aspect of photoimaging practice is based on images created with and by light. Photoimaging practitioners are required to interpret lighting requirements for briefs as well as determine appropriate lighting requirements for a range of subjects (both in the studio and on location).

The photoimaging practitioner is required to apply the special attributes of lighting to accurately describe or enhance a subject's appearance. In advanced areas of photoimaging practice, the emotive power of the image is created by lighting/light quality selection and control.

This work is usually undertaken independently (with guidance where required).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 light and its relationship to photoimaging.**

- 1.1 Identify and review historical and contemporary ***lighting techniques and technology*** for descriptive and emotive lighting.
- 1.2 Identify and review contemporary ***theories on the nature of light*** for descriptive and emotive lighting.
- 1.3 Identify and review ***photoimaging lighting technologies*** and their response to light.
- 1.4 Evaluate currency/credibility of information gathered and ensure research scope is

ELEMENT**PERFORMANCE CRITERIA**

sufficiently broad.

1.5 Prepare a shoot list for a range of lighting experiments and confirm lighting techniques and schema with ***appropriate person/s***.

2 **Experiment with light and resolve lighting problems for complex subjects.**

2.1 Source and apply ***shoot requirements*** to identified range of lighting experiments.

2.2 Explore interior and exterior subjects in ***a range of locations*** in the experimental process.

2.3 Apply OHS processes and standards in the experimental process.

2.4 Apply lighting techniques and technology in the experimental process.

2.5 Review performance and adapt lighting techniques and technology in the experimental process.

3 **Apply descriptive and emotive lighting in a photoimaging context.**

3.1 Produce a series of photoimages using appropriate lighting techniques and technology.

3.2 Evaluate the effectiveness of lighting techniques and technology in the production of photoimages.

3.3 Wrap up process and reinstate equipment.

3.4 Catalogue, store and maintain research reference material and work samples.

3.5 Identify future opportunities, work directions, equipment needs and workflow changes resulting from application of photo lighting principles.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- photoimaging skills sufficient to:
 - archive, maintain and manage film and digital assets
 - create/optimise files and film to photoimaging industry standards
 - implement OHS/quality control procedures as they apply to a range of lighting techniques and technology
- research skills sufficient to access and compare contemporary styles and conceptual/aesthetic approaches to lighting techniques and technology
- critical thinking skills sufficient to:
 - employ reflective questioning to analyse performance
 - recognise barriers to/innovative possibilities arising from lighting techniques and technology
- literacy skills sufficient to:
 - interpret business documents and contracts
 - obtain necessary permits and licences to operate ancillary equipment and work in special locations
- numeracy skills sufficient to determine mathematical problems arising from technical processes associated with lighting techniques and technology
- communication skills sufficient to:
 - explain and describe work practices and methods
 - negotiate with suppliers, models, creative teams and other stakeholders
- learning skills sufficient to:
 - learn the operation of ancillary equipment
 - review personal performance within shoot context
 - upgrade knowledge required to work in varied locations
- planning and organising skills sufficient to:
 - adhere to timelines within the experimental process
 - coordinate activities of models, assistants, creative and production teams
 - organise shoots on location/in studio and prepare shoot management timelines
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- OHS procedures/standards associated with lighting techniques and technology
- selection, testing and evaluation of lighting techniques and technology to ascertain suitability for innovative and creative production purposes
- traditions/contemporary issues that inform lighting techniques and 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to research, identify, test and apply lighting techniques and technology
- ability to implement OHS/quality control procedures when applying lighting techniques and technology
- ability to review personal performance when applying lighting techniques and technology.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of locations and studios for photoimaging shoots
- access to a range of photoimaging production equipment (e.g. cameras, computers, software, printers, studios, lighting and accessories)
- access to sources of information on allied industries' lighting techniques and technology
- access to sources of information on lighting techniques and technology (e.g. magazines, newspapers, libraries, internet)
- opportunity for collaboration with or in allied industries (e.g. scientific, technical, film, television, theatre)
- 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

EVIDENCE GUIDE

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 applying lighting techniques and technology, implementing OHS/quality control processes and meeting deadlines
- case studies to assess candidate's ability to evaluate lighting techniques and technology and their suitability to historical and contemporary contexts and themes
- 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, for example:

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI504A Investigate and exploit innovative imaging 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.

Lighting techniques and technology may include:

- candles, matches and firelight
- car headlights/car light trails
- film, television and theatre
- fireworks and sparklers

RANGE STATEMENT

- galleries and displays
- Kirlian imagery
- natural light, including:
 - lightning
 - sunlight/starlight
 - aurora
- photography/imaging lighting for studio/location
- Schlieren
- street lights
- supplementary/mixed lighting situations where images are made by ambient and supplemental illumination to:
 - create colour effects
 - enhance the colour depth of the subject
 - emphasise parts of the subject
 - balance the contrast that may be apparent from the principal illumination
- torches and spotlights
- ultrasound
- ultraviolet and infrared sources
- x-rays, gamma rays.

Theories on the nature of light may include:

- human vision
- the nature of light, including:
 - colour temperature
 - electromagnetic spectrum
 - natural light phenomena
 - reflection and absorbance
 - terms used to define light quality and direction
 - the inverse square law.

Photoimaging lighting technologies may include:

- digital sensors
- dynamic range of input (capture) device and tonal clipping of output (printing) device
- exposure determination methods and devices:
 - digital histograms
 - dynamic range
 - lighting ratios

RANGE STATEMENT

- film emulsions
- merge to HDR
- meter types:
 - colour temperature
 - flash meter
 - hand-held
 - in-camera
 - spot
- metering methods:
 - colour and resolution targets
 - evaluative
 - grey cards
 - incident
 - off-the-film
 - reflective
- metering modes:
 - centre-weighted averaging
 - matrix
 - spot
- natural/ambient light:
 - afterglow
 - corpuscular rays (God beams and columns)
 - mercury and sodium vapour lights
 - mist and fog
 - moonlight
 - rain and storm
 - rainbows
 - smoke and haze
 - sunlight
 - sunrise and sunset
- reciprocity failure
- scan backs
- shooting in RAW
- studio and location lighting technology:
 - combined ambient and flash
 - electronic flash
 - high-speed flash
 - multi-flash and strobe

RANGE STATEMENT

- painting with light
- southlight/northlight opening for natural light
- tungsten and photoflood
- use of gels to colour light sources
- use of transparent and translucent surfaces to place subjects on for shadowless effects
- tungsten, incandescent and fluorescent
- zone system.

Appropriate persons may include:

- members of relevant professional associations
- mentors/peers
- practising photographers, photoimagists or members of allied fields.

Shoot requirements may include:

- hiring lighting and ancillary equipment
- locating specialist lighting technical experts
- obtaining legal access to locations (e.g. permits, site licences) and/or specialist lighting technology
- upgrading skills to operate specialist lighting technology and/or work in hazardous locations.

A range of locations may include:

- agricultural/rural
- commercial/industrial
- indoors
- natural landscape
- studio
- underwater
- urban.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI504A Investigate and exploit innovative imaging options

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to exploit creative and innovative options in the production of photoimages using a variety of imaging technologies and processes.

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 photoimaging practitioner is required to resolve complex visual communications problems and create innovative images. In creating these images, the practitioner must interact with a range of imaging technologies (analogue, digital, hybrid, traditional and emerging). These are part of the production workflow where images are captured, enhanced and output. The selection, application and adaptation of imaging technologies allow the practitioner to acquire unique and innovative images.

This work is usually undertaken independently (with guidance where required).

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units The following units or demonstrated equivalence are

required prior to undertaking this unit:

- CUVPHI01A Source and apply photoimaging industry knowledge
- CUVPHI03A Research and apply information on the traditions which inform photoimaging practice
- CUVPHI05A Use a 35mm SLR camera or digital equivalent.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 a range of imaging technologies.**

- 1.1 Critique and review ***historical, contemporary and emerging imaging technologies*** with ***appropriate person/s***.
- 1.2 Examine and clarify ***discipline, subject matter and themes*** of photography/photoimaging and their related imaging technologies.
- 1.3 Identify and review the connection between imaging technology and the ***visual representation, attributes and opportunities*** of an image's subject matter.
- 1.4 Evaluate ***specialised imaging technologies*** and their corresponding imaging workflow.

ELEMENT**PERFORMANCE CRITERIA**

- 1.5 Evaluate currency/credibility of information gathered and ensure research scope is sufficiently broad.
- 2 **Create test images and evaluate attributes of imaging technologies.**
- 2.1 Acquire or gain access to specialised imaging technologies in cooperation with imaging specialists and suppliers.
- 2.2 Identify and apply appropriate OHS processes and standards in use of specialised imaging technologies.
- 2.3 Apply specialised imaging technologies and imaging workflow to create test images.
- 2.4 Review personal performance in creation of test images.
- 3 **Create body of work using imaging technologies.**
- 3.1 Select appropriate imaging technology to create a **body of work** with specific subject matter/theme.
- 3.2 Consider requirements of creative vision/product and adopt imaging workflow to create images.
- 3.3 Review and adapt imaging workflow to ensure consistency of creative vision and product.
- 3.4 Plan, prepare and organise body of work for presentation using appropriate technology/context.
- 3.5 Review personal performance in creation of body of work and identify concepts for future research.
- 3.6 Store and maintain reference journal of specialised imaging technologies.
- 3.7 Document imaging workflow, reinstate equipment and archive imaging products appropriately.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to:
 - archive, maintain and manage analogue and/or digital assets
 - competently operate imaging technologies along with design and allied technologies used within the imaging environment
 - create/optimise files and film to photoimaging industry standards
 - implement OHS/quality control procedures as they apply to all aspects of the imaging process
- research skills sufficient to access and compare contemporary styles and conceptual/aesthetic approaches to photoimaging
- critical thinking skills sufficient to:
 - employ reflective questioning to analyse performance
 - recognise innovative imaging opportunities from research/testing processes
- literacy skills sufficient to:
 - interpret technical information relating to the imaging environment
 - obtain necessary permits and licences to operate ancillary equipment and work in special locations
- numeracy skills sufficient to determine mathematical problems arising from technical imaging processes
- communication skills sufficient to:
 - engage with subjects and professionals in a meaningful and respectful way
 - explain and describe work practices and methods
 - negotiate with models, creative teams and project stakeholders
- learning skills sufficient to:
 - learn the operation of ancillary equipment
 - review personal performance within project context
 - upgrade knowledge required to work in varied locations
- planning and organising skills sufficient to:
 - coordinate activities of models and assistants
 - organise shoots on location/in studio and prepare shoot management timelines
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- OHS procedures/standards associated with imaging technology
- selection, testing and evaluation of imaging technology to ascertain suitability for

REQUIRED SKILLS AND KNOWLEDGE

innovative and creative production purposes

- traditions/contemporary issues that inform imaging 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to research, identify, test and apply innovative imaging concepts and technology
- ability to implement OHS/quality control procedures when applying imaging concepts and technology
- ability to review personal performance when applying imaging concepts and technology.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of technology and media used in the broad imaging environment
- access to sources of information on the historical and contemporary imaging environment
- opportunity for collaboration with or in allied industries
- 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

EVIDENCE GUIDE

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 applying imaging technology, implementing OHS/quality control processes and meeting deadlines
- case studies to assess candidate's ability to evaluate imaging technology and its suitability to historical and contemporary contexts and themes
- 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, for example:

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends.

Range Statement

RANGE STATEMENT

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

Historical, contemporary and emerging imaging technologies may include:

- camera-less imaging processes and devices:
 - digital scanners
 - photocopiers
 - photograms and chemigrams
- cameras:
 - aerial
 - low-tech (toy and single-use)

RANGE STATEMENT

- panorama
- pinhole cameras and camera obscura devices
- rangefinder
- SLR (35mm/120 film, digital capture/sensor)
- underwater
- view camera (4x5, 5x7, 10x8)
- devices that produce books, magazines and newspapers
- enhance technologies:
 - analogue/wet darkroom
 - digital darkroom and imaging software applications
- historical cameras and techniques:
 - ambrotype
 - cyanotype
 - daguerreotype
 - vandyke brown and salted papers
 - wet plate
- hybrid processes:
 - digital back on a pinhole camera
 - simulating/emulating analogue effects via digital software techniques
 - using an inter-negative from digital capture for contact printing processes (e.g. cyanotype, palladiotype, platinotype)
- output technologies (including all kinds of print-making, presentation and projection devices):
 - analogue/digital enlargers and printers/papers
 - film writers
 - inkjet/laser/dye-sublimation/thermal printers and media
 - CMYK offset printing devices
 - monitor/television screen display and/or data projector images
 - screen printing and print-making processes
 - thermo-autochrome (e.g. pictograph).

Appropriate persons may

- critics, commentators and polemicists
- members of relevant professional associations

RANGE STATEMENT

include:

- mentors/peers
- practising photographers, photoimagists or members of allied fields.

Discipline, subject matter and themes may include:

- disciplines:
 - art photoimaging
 - commercial photoimages
 - domestic photoimages
 - illustrative photoimages
 - media photoimages
 - stock photoimages
 - technical photoimages
 - wedding clients
- subject matter and themes:
 - abstraction
 - advertising
 - beauty
 - culture
 - gender identity
 - landscape
 - nature
 - philosophical and classical themes
 - religion
 - reportage
 - science and technology
 - sexuality
 - social issues
 - the human condition
 - the nude
 - the photograph as truth
 - the portrait.

Visual representation, attributes and opportunities may include:

- controlling/displaying time
- imaging the passage of time
- integrating images into other technologies to provide a range of audio/sensory/tactile human experiences
- making images in which an emotive and emotional

RANGE STATEMENT

content is enabled by the selected imaging technology

- making images of subjects in environments that are too hot or cold, too dangerous or life threatening for human observation
- making images where abstract concepts are explained using the representational opportunities provided by selected imaging technologies
- making minute things visible to the naked eye
- making subjects of immense distance visible
- presenting images in ways which enhance the communicative quality of the work
- the pictorial representation of subjects normally beyond human vision, comprehension or understanding.

Specialised imaging technologies may include:

- 3D imaging devices and software applications
- aerial cameras
- high speed cameras
- non-visible electromagnetic spectrum:
 - ultraviolet and infrared imaging
 - x-ray and gamma ray
- microscopy
- photo finish cameras
- remote sensing devices
- scanning electron microscopes
- telescopes
- thermal imaging
- time/motion cameras
- ultrasound imaging.

Body of work may include:

- electronic presentation
- exhibition of images
- magazine, newspaper or book
- portfolio of work.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

CUVPHI505A Produce an innovative presentation of professional work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to produce an innovative presentation of creative photoimaging product/s.

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

Application of the Unit

Application of the unit Photographers working within the creative industries are often required to produce, present and continually update a presentation package or portfolio of their creative work.

This unit requires the self-directed application of skills and knowledge to research, plan, develop, compile, present and evaluate an innovative presentation package of creative photoimaging product/s.

This work is usually undertaken independently.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVCRS14A Prepare, store and maintain finished work

- CUVPHI03A Research and apply information on the traditions which inform photoimaging practice
- CUVPHI05A Use a 35mm SLR camera or digital equivalent.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and assess methodologies used in the presentation of creative products.	1.1 Research best practice <i>presentation methodologies</i> using appropriate <i>sources of information</i>. 1.2 Select and review presentation methodologies for own use and confirm with <i>appropriate person/s</i>. 1.3 Evaluate the potential and <i>required purpose</i> of presentation methodologies for creative products. 1.4 Evaluate the <i>production requirements and content implications</i> of selected presentation methodologies. 1.5 Estimate production timeline, workflow and budget for the presentation of creative products.

ELEMENT	PERFORMANCE CRITERIA
2 Plan a presentation of creative products.	2.1 Use <i>critical thinking techniques</i> to design and plan a presentation concept. 2.2 Select <i>content</i> that is appropriate and reflective of the presentation's required purpose. 2.3 Design templates, prototypes and maquettes suitable to presentation concept. 2.4 Confirm production requirements and content implications are achievable within production timeline and budget. 2.5 Obtain and accurately record copyright clearance on all sourced content. 2.6 Review suitability of presentation's design and content and confirm with appropriate person/s. 2.7 Develop, test and proof presentation concept.
3 Present creative products.	3.1 Access presentation equipment that meets production requirements and content implications. 3.2 Present creative products using appropriate presentation methodologies. 3.3 Monitor production requirements and content implications of presentation to ensure required purpose is met. 3.4 Review projected and actual budget outcomes. 3.5 Develop systems to identify and respond to future presentation opportunities.

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 inform decision making process
 - compare contemporary and emerging styles and conceptual/aesthetic

REQUIRED SKILLS AND KNOWLEDGE

approaches to presentation packages of creative product

- numeracy skills sufficient to develop and maintain financial records for budgets
- literacy skills sufficient to:
 - prepare text for business documents, pricing schedules and contracts
 - interpret a range of media from research
- communication skills sufficient to:
 - critique and discuss best practice presentation methodologies
 - liaise with a range of service providers in the presentation of creative products
- critical thinking skills sufficient to plan and implement presentation concepts
- learning skills sufficient to develop/maintain skills in presentation technology
- planning and organising skills sufficient to:
 - plan and implement project development processes
 - manage the workflow (research, concept development, production and post-production) in the presentation of creative products
- problem solving skills sufficient to address presentation equipment malfunctions
- technology skills sufficient to:
 - edit enhance, manipulate and output photoimages to industry standards for presentation purposes
 - apply/maintain quality control procedures for presentation purposes
 - use an extended range of digital media, design and presentation technologies.

Required knowledge:

- commonly used research methodologies
- current and emerging trends in presentation technologies (including design, layout, typography, interactivity and accessibility)
- industry standard and best practice presentation methodologies
- OHS requirements relating to computer usage
- visual communication forms relevant to the presentation of creative 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

EVIDENCE GUIDE

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 industry practice presentation methodologies
- ability to design and realise presentation concepts
- ability to present creative products in a manner suited to the intended audience/purpose.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate technology and sources of information to research industry standard presentation methodologies
- access to industry standard presentation packages and/or technology
- access to an environment where a range of industry standard presentation methodologies 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 presenting creative products
- case studies to assess candidate's ability to research trends and emerging technologies
- problem solving activities to assess candidate's critical thinking skills.

Holistic assessment with any photoimaging unit or

EVIDENCE GUIDE

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

- BSBMKG413A Promote products and services
- BSBPMG510A Manage projects
- CUFDIG401A Author interactive media
- CUFDIG402A Design user interfaces
- CUFDIG403A Create user interfaces
- CUFDIG502A Design web environments
- CUFIND401A Provide services on a freelance basis
- CULMS008A Conceive, develop and realise exhibition 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.

Presentation methodologies may include:

- CDs and DVDs
- digital media presentations
- digital media sequences with recorded sound:
 - documentary (travel)
 - fiction, stories, drama
 - humour
 - illustration as part of a longer presentation
 - interpretative (music, songs, poetry, prose)
 - personal comment (on any subject)
- digital/photo slide shows
- exhibitions of work in a variety of display spaces
- presentation/business cards, promotional folders
- printed images (bound in book form or in folios)
- websites/interactive media.

RANGE STATEMENT

Sources of information may include:

- book journals/book binders
- discussions with industry practitioners (e.g. visual/interactive media artists, master craft workers)
- electronic/print media (news, reviews, articles)
- events (industry functions, conferences, trade fairs, expositions)
- government bodies and associated publications
- internet
- libraries/archives (text, film, video, sound, graphic)
- national/international journals (e.g. computing, design, video, interactive digital media)
- personal observations and experience
- relevant industry associations
- 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.

Appropriate person/s may include:

- employers
- future clients
- members of relevant professional associations
- mentors/peers
- practising photographers, photoimagists or members of allied fields.

Required purpose may include:

- application submission:
 - association membership
 - grant/commission
 - industry accreditation
- artistic
- commercial
- educational
- entertainment
- job interview
- marketing/promotion
- promotional give-away to prospective clients.

RANGE STATEMENT

Production requirements and content implications may include:

- appropriate output mediums MP4, MOV, 3G)
- appropriate rhythm in picture/sound sequences
- appropriate selection, variation and speed of image transitions (dissolve, pan, zoom)
- calculating image numbers
- categorisation/sequencing of images
- choice/quality of photographic visual material
- continuity/aptness of sound with visual material
- cost for production of multiples
- image cropping
- image printing (desktop printer, darkroom, lab, bureau)
- mixing sound sources
- pictorial character of sequences
- printing, burning, binding, box-making or fabrication by self or others
- quality control:
 - calibrating/optimising output devices
 - checking service provider's output against specification
 - making colour match samples
 - making specification documents
- scriptwriting and speaking/narrating
- size, mounting and weight
- viewing requirements:
 - CD /DVD specifications
 - exhibitions
 - projected images (data/slide projector)
 - viewing locations (theatres, boardrooms, night sky projections)
 - visuals (colour/monochrome)
 - website/interactive media.

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

RANGE STATEMENT

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.

Content may include:

- 3D forms, packaging and sculptures
- audio, video and DVD sequences
- paintings, drawings and illustrations
- photographs/photoimages
- practitioner's own creative work
- selections from existing stock libraries.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI506A Produce commercial photoimages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to produce commercial photoimaging products for art directors and direct clients.

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 production of commercial photoimaging products by advertising, architectural, commercial, fashion and industrial photographers. Working with limited/no supervision, commercial photographers usually respond to closed or open briefs supplied by art directors or direct clients. A normal commercial workflow requires liaison with designers, graphic designers, advertising agency creatives, art directors, post-production and pre-press coordinators. Commercial photographers are often responsible for supervising others (e.g. assistants).

This unit requires the application of skills and knowledge in order to respond to a brief, prepare quotes, plan/prepare shoots, process/optimize images, supply images to clients, bill clients and liaise/consult with a range of associated and allied persons, workteams, government agencies and private enterprises.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVDES04A Integrate colour theory and design processes in response to a brief
- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI07A Process photoimages to work print/file stage
- CUVPHI08A Enhance, manipulate and output photoimages.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 define requirements for a range of commercial

- 1.1 Evaluate requirements of ***client brief*** for a range of ***commercial photoimaging shoots***.
- 1.2 Research ***sources of information*** for contemporary styles and conceptual/aesthetic approaches to similar commercial photoimaging

ELEMENT	PERFORMANCE CRITERIA
projects.	shoots. 1.3 Clarify sample layouts/other visual references with appropriate person/s. 1.4 Prepare job, creative fee and usage estimates for a range of commercial photoimaging shoots. 1.5 Meet with client to confirm shoot responsibilities and refine/define shoot requirements. 1.6 Prepare terms and conditions/quotation for shoot in accordance with client deadlines and check against initial estimate. 1.7 Make agreement and complete contract with client or commissioning agent (where applicable).
2 Prepare for shoot.	2.1 Research/adopt professional practice arrangements for shoot and confirm with appropriate person/s. 2.2 Investigate site-specific OHS, licence and permit requirements. 2.3 Consider shoot requirements and make test shots to refine skills for shoot. 2.4 Prepare shoot management timelines and make appropriate shoot preparations. 2.5 Negotiate with necessary parties for access to models, locations and other subject/s.
3 Shoot images, proof and optimise work to client specifications.	3.1 Capture in-production images to agreed style and content within shoot context. 3.2 Confirm (with client/commissioning agent) any changes that occur during the shoot that may lead to cost variances. 3.3 Work with production team, proof images and seek feedback from client/art director on shoot progress and image selection. 3.4 Optimise images and output creative product to agreed client specifications using industry standards. 3.5 Prepare work for electronic/physical dispatch and presentation/publication within the shoot

ELEMENT**PERFORMANCE CRITERIA**

context.

3.6 Prepare invoice/account for client.

3.7 Deliver completed images/creative product to client with invoice/account and copy of licence and confirm client satisfaction.

4 Wrap up and review shoot.

4.1 Check and reinstate equipment, studio and props.

4.2 Catalogue and archive images/creative product appropriately.

4.3 Maintain contractual and financial records for business and taxation purposes.

4.4 Review client response and personal performance within shoot context.

4.5 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to create/optimize files and film to commercial photoimaging industry standards
- research skills sufficient to:
 - compare contemporary styles and conceptual/aesthetic approaches to commercial photoimaging
 - maintain professional practice arrangements for commercial photoimaging
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to develop and interpret business documents and contracts
- numeracy skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- develop and use complex spreadsheets
- maintain contractual/financial records for business/taxation purposes
- prepare budgets, quotations and invoices for clients
- planning and organising skills sufficient to:
 - coordinate activities of models, assistants, creative and production teams
 - interpret and respond to photoimaging briefs
 - organise shoots on location/in studio and prepare shoot management timelines
- communication skills sufficient to:
 - establish/nourish industry links with clients, contractors and employees
 - make business presentations
 - negotiate prices/fair exchange of services with clients and project stakeholders
 - negotiate/relate with clients, models, creative teams and project stakeholders
 - seek feedback from client/art director on shoot progress and image selection
 - work effectively with diversity and deal empathetically with subjects
- learning skills sufficient to review personal performance within shoot context
- problem solving skills sufficient to identify/rectify equipment malfunction/failure
- teamwork skills sufficient to work with a production team
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- architectural, advertising, commercial, fashion and industrial photoimaging practices and products
- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- relationship between photoimaging practitioner and the client/art director
- selection, testing and evaluation of technology to ascertain suitability for commercial production purposes
- traditions and contemporary issues that inform commercial photoimaging practice
- working with government institutions/regulations relating to commercial photoimaging practice.

Evidence 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to apply a typical workflow in commercial photoimaging professional practice
- ability to interact and liaise with clients, art directors and associated professionals
- ability to apply business, coordination and negotiation skills to own photoimaging work practices
- ability to apply technical and imaging skills, including capturing/optimising commercial images.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment employed in a commercial context (e.g. cameras, computers, software, printers, darkrooms, studios, lighting, accessories)
- access to a range of locations and studios for commercial photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic approaches to commercial photoimaging
- opportunity for collaboration with or in allied industries (e.g. design, fashion, make-up, food styling, engineering, architecture, graphic art, printing)
- 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

EVIDENCE GUIDE

- reports of on-the-job performance by candidate
- direct observation of candidate applying a typical workflow in commercial photoimaging professional practice
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to commercial photoimaging
- participation in/observation of professional design, advertising and photography/photoimaging award/s
- review of photoimaging products against commercial industry standards and service specifications.

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options
- CUVPHI505A Produce an innovative presentation package of professional work
- CUVPHI514A Employ colour management in a digital imaging workplace.

Range Statement

RANGE STATEMENT

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

Client brief may include:

- closed brief/open brief
- self-commissioned for folio or self-promotion.

Commercial photoimaging shoots may include:

- advertising (figurative, non-figurative)
- architectural (internal, external)
- catalogue/corporate report
- fashion/food
- industrial (small product, structural).

Sources of information may include:

- contemporary media (newspapers, television, magazines)
- internet sites
- interviews
- personal experiences
- professional awards
- professional libraries
- workshops, seminars, conferences.

Appropriate person/s may include:

- members of creative teams
 - art directors
 - client representatives
 - designers
- members of relevant professional associations
- mentors/peers
- practising commercial photographers, photoimagists or members of allied fields.

Shoot responsibilities may include:

- check estimate against budget and make necessary adjustments to date, props, location, talent
- confirm budget with client
- confirm legal aspects of the shoot (e.g. copyright, licensing issues and intellectual property rights)
- control the creative product and the shoot
- negotiate and sign contract
- pay bills of third party suppliers/service providers
- receive purchase order from client
- select and hire model/s

RANGE STATEMENT

- select locations, props, backgrounds
- send confirmation/quotation to client and include:
 - cover note
 - creative fee and usage
 - duration, media and region
 - terms and conditions
- sign-off on creative product.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- food and accommodation
- layout references
- model/s, props, backgrounds and hire options for equipment
- photoimaging lighting:
 - ambient
 - light painting/light tents
 - light/shadowless tables
 - mixed lighting
 - multi-flash
 - supplementary (electronic flash/tungsten/fluorescent/other)
- processing requirements for image work created
- production team
- studio, location (internal/external)
- the creative product (how it is to be used/what the client specifies)
- timelines for stages of commercial workflow
- transportation of team/equipment
- use of studio style or other as specified by client.

Professional practice arrangements may include:

- contracts
- copyright, licensing and intellectual property rights
- creative product archive/digital asset management
- financial management
- insurance; personal public risk, accident and sickness, equipment, completed creative product transportation and storage
- licences and permits

RANGE STATEMENT

- model and property releases
- OHS
- project budget management.

Shoot preparations may include:

- assemble and check all equipment
- brief assistants/members of creative team
- conceptualise involvement in creative process
- confirm time/place/requirements for all aspects of the shoot that will be supplied by others
- undertake weather check for location shoots.

Shoot context may include:

- agreed sign-off protocols
- application of teamwork and management skills conducive to a creative environment
- colour management specifications
- format/orientation of image
- provision of innovative suggestions/options to improve creative product
- scope of the brief
- technical requirements of creative product
- timelines.

Production team may include:

- art director/direct client
- assistants for:
 - camera equipment
 - digital systems
- home economists
- location scout
- make-up artists, hairdressers and stylists
- post-production coordinator/s
- set builders.

Optimise images may include:

- maintain quality/integrity of the digital data
- process files:
 - capture
 - digital negative
 - RAW

RANGE STATEMENT

- bit depth
- colour space
- digital asset management
- file dimensions/size in pixels
- file format (e.g. JPEG, TIFF, PSD, PDF)
- file naming, metadata, captions and inclusion of file information data
- multiple file formats
- transfer media (e.g. CD, DVD, internet)
- uncompressed/compressed files
- retouch, enhance, photo-montage (as requested)
- use appropriate colour space.

Creative product may include:

- colour film transparencies to specified format
- digital files as specified
- print/s to specified size, mounting and finish.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI507A Provide domestic portrait services

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to provide photoimaging services for domestic clients.

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 provision of domestic portrait photoimaging services. The unit deals with documenting and producing (in images) key moments, moods and events based around family, individuals and gatherings. The domestic photographer creates and delivers images with a quality/consistency greater than that achieved by an enthusiast. Domestic portrait images/creative products have no agreed resale value by the subject and are for personal collection/use. Domestic portrait photographers are often responsible for supervising assistants.

This unit aligns to the workflow associated with the professional domestic portrait photoimaging sector and requires the application of skills/knowledge in order to respond to the needs of domestic clients, prepare pricing schedules, plan/prepare shoots, process/optimize images, supply images/integrated presentation products, bill clients and liaise/consult with a range of allied persons, workteams, government agencies and private enterprises.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI08A Enhance, manipulate and output photoimages.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 domestic photoimaging services to market to public clients.**

- 1.1 Research ***sources of information*** for contemporary styles and conceptual/aesthetic approaches to ***domestic subjects***.
- 1.2 Develop a ***studio style*** and ascertain relevance/suitability to intended target audience.
- 1.3 Develop work samples representative of studio style for marketing/promotional purposes.
- 1.4 Prepare pricing schedule, order forms, terms of

ELEMENT**PERFORMANCE CRITERIA**

trade and contracts for ***domestic photoimaging services***.

1.5 Research/adopt ***professional practice arrangements*** for shoot and confirm with ***appropriate person/s***.

1.6 Promote and market domestic photoimaging services to potential clients.

2 Liaise with client and prepare for shoot.

2.1 Meet with client to confirm ***shoot responsibilities*** and refine/define ***shoot requirements***.

2.2 Employ empathetic questioning to determine and refine the required domestic photoimaging services.

2.3 Consider shoot requirements and make test shots to refine skills for shoot.

2.4 Prepare shoot management timelines and make appropriate ***shoot preparations***.

2.5 Negotiate with necessary parties for access to locations and other subject/s.

3 Shoot images, proof and optimise work to client specifications.

3.1 Capture images to agreed style and content within ***shoot context***.

3.2 Work with a ***production team, proof images*** and seek feedback from client on shoot progress and image selection.

3.3 ***Optimise images*** to agreed client specifications using industry standards.

3.4 Output optimised images and/or integrated presentation products to agreed client specifications using a range of ***service suppliers***.

3.5 Pack work for electronic/physical dispatch and deliver to agreed destination by appropriate method/s.

4 Wrap up and review shoot.

4.1 Maintain quality and working condition of equipment, studio and props.

4.2 Review pricing schedule and prepare invoice for client.

ELEMENT**PERFORMANCE CRITERIA**

- 4.3 Review client response and personal performance within shoot context.
- 4.4 Catalogue and archive optimised images and/or integrated presentation products appropriately.
- 4.5 Maintain contractual and financial records for business and taxation purposes.
- 4.6 Update work samples of domestic photoimaging services for marketing/promotional purposes.
- 4.7 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to:
 - create meaningful images in private/public spaces in a respectful manner
 - file/film optimisation/creation/archive to domestic photoimaging industry standards
 - use industry standard digital media, design and presentation technologies
- research skills sufficient to:
 - compare contemporary styles and conceptual/aesthetic approaches to domestic photoimaging
 - maintain professional practice arrangements for domestic photoimaging
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to develop and interpret business documents and contracts
- numeracy skills sufficient to:
 - maintain contractual/financial records for business/taxation purposes
 - prepare budgets, quotations and invoices for clients
- planning and organising skills sufficient to:
 - coordinate activities of assistants and production teams

REQUIRED SKILLS AND KNOWLEDGE

- interpret and respond to photoimaging briefs
- organise shoots on location/in studio and prepare shoot management timelines
- communication skills sufficient to:
 - develop rapport with subject/s and recognise/overcome tension and nervousness that may arise from subjects having photographs taken
 - empathetic skills in dealing with photoimaging subjects
 - establish/nourish industry links with suppliers, contractors and employees
 - negotiate prices/fair exchange of services with clients and project stakeholders
 - relate to individuals and groups from a diverse range of age groups, religious, racial and cultural areas
 - resolve complaints/disputes
 - seek feedback from clients on shoot progress and image selection
 - work effectively with diversity and deal empathetically with subjects
- learning skills sufficient to review personal performance within shoot context
- problem solving skills sufficient to identify/rectify equipment malfunction/failure
- teamwork skills sufficient to work with a production team
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- domestic photoimaging practices and products
- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- relationship between photoimaging practitioner and clients
- selection, testing and evaluation of technology to ascertain suitability for domestic production purposes
- traditions and contemporary issues that inform domestic photoimaging practice
- working with government institutions/regulations relating to domestic photoimaging 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

EVIDENCE GUIDE

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 apply a typical workflow in domestic photoimaging professional practice
- ability to interact and liaise with clients and associated professionals
- ability to apply business, coordination and negotiation skills to own photoimaging work practices
- ability to apply technical and imaging skills, including capturing/optimising domestic images.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment employed in a domestic context (e.g. cameras, computers, software, printers, darkrooms, studios, lighting and accessories)
- access to a range of locations and studios for domestic photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic approaches to domestic photoimaging
- opportunity for collaboration with or in allied industries (e.g. designers, fashion stylists, make-up artists, hairdressers, processing labs/printers, bookbinders and presentation specialists)
- 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 applying a typical

EVIDENCE GUIDE

workflow in domestic photoimaging professional practice

- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to domestic photoimaging
- participation in/observation of professional domestic photography/photoimaging award/s
- review of photoimaging products against domestic industry standards and service specifications.

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options
- CUVPHI505A Produce an innovative presentation package of professional work
- CUVPHI514A Employ colour management in a digital imaging workplace.

Range Statement

RANGE STATEMENT

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

- contemporary media (newspapers, television, magazines)
- internet sites

RANGE STATEMENT

- interviews
- personal experiences
- professional awards
- professional libraries
- workshops, seminars, conferences.

Domestic subjects may include:

- adolescents
- babies and children
- celebration events (parties, family gatherings)
- cultural and religious occasions
- engagement couples
- formals and debutantes
- glamour and boudoir
- graduations
- groups (school, social, sporting)
- personal portraiture
- pregnant mothers
- seniors.

Studio style may include:

- unique and recognisable photographic and print/album look, including factors such as:
 - depth of field
 - exposure compensation
 - framing/cropping
 - lens focal length
 - point of view (POV) photography
 - post-capture image treatment.

Domestic photoimaging services may include

- digital files (for use on the internet or inclusion in personal digital media presentations/documents)
- DVDs and digital media presentations
- framed/loose/mounted prints
- passports/ID
- portraits
 - individuals
 - couples
 - groups
- prints in/for albums and books.

RANGE STATEMENT

Professional practice arrangements may include:

- contracts
- copyright, licensing and intellectual property rights
- creative product archive/digital asset management
- financial management
- insurance (personal public risk, accident and sickness, equipment, completed creative product, transportation and storage)
- licences and permits
- model/talent and property releases
- moral and ethical codes of practice
- OHS
- project budget management.

Appropriate person/s may include:

- members of production team
- members of relevant professional associations
- mentors/peers
- practising domestic photographers, photoimagists or members of allied fields.

Shoot responsibilities may include:

- confirming legal aspects of the shoot
- controlling the creative product
- controlling the shoot
- negotiating and signing contract
- paying bills
- selecting locations, props, backgrounds.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- hire options for equipment
- model/s, props, backgrounds
- photoimaging lighting
 - ambient
 - mixed lighting
 - supplementary (electronic flash/tungsten/fluorescent/other)
- processing requirements for image work created
- production team

RANGE STATEMENT

- studio, location (internal/external)
- the creative product (how it is to be used/what the client specifies)
- timelines for stages of domestic workflow
- transportation of equipment.

Shoot preparations may include:

- assemble and check all equipment
- brief assistants/members of creative team
- conceptualise involvement in creative process
- confirm time/place/requirements for all aspects of the shoot that will be supplied by others
- undertake weather check for location shoots.

Shoot context may include:

- application of teamwork and management skills conducive to a creative environment
- colour management specifications
- format/orientation of image
- technical requirements of creative product
- developing rapport with subject/s
- overcoming client tension/nervousness that may arise from subject/s having photograph/s taken
- the studio style
- timelines.

Production team may include:

- assistants
- child minders
- make-up and hairdressing
- post-production coordinator/s
- stylists.

Proof images may include:

- presenting proofs in a viewing session:
 - as contact sheets or proof prints to appropriate size/s
 - as digital images (via camera display, on a computer screen and/or projected by a data projector)
 - as projected transparencies
- proofing method/s.

RANGE STATEMENT

Optimise images may include:

- digital files as specified:
 - bit depth
 - colour space
 - digital asset management
 - file dimensions/size in pixels
 - file format (e.g. JPEG, TIFF, PSD, PDF)
 - file naming, captions and inclusion of file information data
 - multiple file formats
 - transfer media (e.g. CD, DVD, internet)
 - uncompressed/compressed files
- maintain quality/integrity of the digital data
- process RAW/JPEG files
- retouch, enhance, photo-montage (as requested).

Service suppliers may include:

- bookbinders and album-makers
- digital media specialists
- external printers and framers
- in-house printers and framers.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI508A Produce media photoimages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to produce media photoimages for newspaper and magazine editors.

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 production of media photoimages. Media photoimaging covers the production of images for publication in newspapers, magazines, reports and communications. Media photographers usually work unsupervised, although they are often accompanied by journalists and may also work with a range of creative personnel, including make-up/beauty artists, fashion and/or food stylists, graphic designers and clients.

This unit aligns to the workflow associated with the press and public relations industry and requires the application of skills and knowledge in order to interpret and follow editor/editorial team assignments; work with journalists, graphic designers, members of the public and a range of professional personnel (e.g. police, firemen, ambulance, security guards); work in environments of charged human emotion and stress, undertake post-shoot processing and image optimisation; supply/transmit images in electronic or physical form and liaise/consult with a range of associated and allied persons, work teams, government agencies and private enterprise.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI07A Process photoimages to work print/file stage
- CUVPHI08A Enhance, manipulate and output photoimages.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Liaise with client to determine media**

- 1.1 Research ***sources of information*** for contemporary styles and conceptual/aesthetic approaches to similar subject material.

ELEMENT	PERFORMANCE CRITERIA
assignment.	1.2 Meet with editor, editorial/PR team or journalist to refine/define shoot requirements. 1.3 Evaluate requirements of the media assignment and destination publication usage and confirm with appropriate person/s.
2 Prepare for shoot.	2.1 Consider shoot requirements, research/adopt professional practice arrangements for shoot and confirm with appropriate person/s. 2.2 Prepare shoot management timelines and make appropriate shoot preparations. 2.3 Negotiate with necessary parties for access to locations and other subject/s.
3 Shoot images and optimise work to client specifications.	3.1 Capture images within shoot context and record necessary detail for caption. 3.2 Optimise images to necessary specifications using media industry standards and complete caption details. 3.3 Output and/or transmit media product. 3.4 Archive images appropriately.
4 Wrap up and review shoot.	4.1 Check and reinstate equipment. 4.2 Review response from editor, editorial/PR team or journalist and consider personal performance within shoot context. 4.3 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- photoimaging skills sufficient to:
 - create meaningful images in private and public spaces in a respectful manner
 - file/film optimisation/creation (incl. FTP) to photoimaging industry standards
- research skills sufficient to:
 - compare contemporary styles and conceptual/aesthetic approaches to media, press and public relations photoimaging
 - maintain professional practice arrangements for media, press and public relations photoimaging
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to write basic captions to accompany media photoimages
- numeracy skills sufficient to maintain records of travelling and out-of-pocket expenses for reimbursement purposes
- communication skills sufficient to:
 - clarify access and release issues relevant to street photography, property releases and photographing in public spaces (e.g. as it relates to confrontation with overzealous members of the public and community services)
 - negotiate access with subjects and media product developers
 - negotiate prices/fair exchange of services with clients and project stakeholders
 - recognise/overcome tension and nervousness in subjects
 - resolve complaints/disputes
 - seek feedback from clients on shoot progress and image selection
 - speak at editorial team meetings and maximise networking opportunities
 - work effectively with diversity, deal empathetically and clearly direct subjects
- learning skills sufficient to review personal performance within shoot context
- planning and organising skills sufficient to:
 - interpret and respond to photoimaging briefs
 - organise shoots on location/in studio and prepare shoot management timelines
- problem solving skills sufficient to identify/rectify equipment malfunction/failure
- teamwork skills sufficient to work with an editorial/PR team
- technology skills sufficient to check and reinstate equipment.

Required knowledge:

- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- media, press and PR photoimaging environment (including practices and products)

REQUIRED SKILLS AND KNOWLEDGE

- moral and ethical issues relevant to media photoimaging
- relationship between photoimaging practitioner and employers, the community, professional bodies and associations
- selection, testing and evaluation of technology to ascertain suitability for media photoimaging purposes
- traditions and contemporary issues that inform domestic photoimaging practice
- working with government institutions/regulations relating to media 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to apply a typical workflow in media photoimaging professional practice
- ability to apply coordination and negotiation skills to own photoimaging work practices
- ability to apply technical and imaging skills, including capturing/optimising media images
- ability to interact and liaise with clients, members of the public, community services personnel and associated professionals
- ability to participate as an image provider within the media industry.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment employed in a media context (e.g. cameras, computers, software, printers, darkrooms, studios, lighting and accessories)
- access to a range of locations and studios for media photoimaging shoots
- access to sources of information to research

EVIDENCE GUIDE

contemporary styles and conceptual/aesthetic approaches to media photoimaging

- opportunity for collaboration with or in allied industries (e.g. journalists/feature writers, graphic artists, fashion and food stylists, make-up artists, hairdressers)
- 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 applying a typical workflow in media photoimaging professional practice
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to media photoimaging
- participation in/observation of professional media photography/photoimaging award/s
- review of photoimaging products against media industry standards and service specifications.

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options

EVIDENCE GUIDE

- CUVPHI505A Produce an innovative presentation package of professional work
- CUVPHI506A Produce commercial photoimages.

Range Statement

RANGE STATEMENT

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

- contemporary media (newspapers, television, magazines)
- internet sites
- interviews
- personal experiences
- professional awards
- professional libraries
- workshops, seminars, conferences.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- hire/loan options for equipment
- models, props, backgrounds
- photoimaging lighting:
 - ambient
 - supplementary (electronic flash/tungsten/fluorescent/other)
 - mixed lighting
- processing requirements for image work created
- production team
- studio, location (internal/external)
- the media product (how it is to be used/what the client specifies)
- timelines for stages of media workflow

RANGE STATEMENT

- transportation of equipment.
- Destination publication usage*** may include:
- advertorials
 - corporate portraiture
 - cover or lead image for article
 - fashion
 - features
 - food
 - general news
 - glamour
 - illustrative
 - photo essay
 - photomontage
 - soft news
 - sport
 - spot news.
- Appropriate person/s*** may include:
- editors, pictorial editors, journalists and peers
 - members of professional associations
 - mentors/peers
 - practising domestic photographers, photoimagists or members of allied fields.
- Professional practice arrangements*** may include:
- codes of practice applicable to content and truthfulness of images captured/optimised for publication
 - copyright and licensing
 - insurance (personal public risk, accident and sickness, equipment)
 - licences and permits
 - media product transportation, archive/digital asset management and storage
 - moral rights and legal issues for media work
 - OHS
 - respect for individuals.
- Shoot preparations*** may
- assemble and check all equipment
 - conceptualise involvement in creative process

RANGE STATEMENT

include:

- confirm time/place/requirements for all aspects of the shoot that will be supplied by others
- undertake weather check for location shoots.

Shoot context may include:

- application of teamwork and management skills conducive to a media environment
- meetings with individuals:
 - entertainers or public figures
 - members of the public
 - politicians
- meetings with groups:
 - 'Grip 'n' grin' presentation
 - public rally or street march
- shoot locations, including:
 - architectural/urban
 - farm/wilderness
 - industrial or commercial premises
 - motor vehicle, train or aeroplane crash sites
 - parks and gardens
 - performing arts theatre
 - scene of a crime
 - sports fields
- technical requirements for image to be optimised and transmitted direct from the site
- timelines.

Optimise images may include:

- digital files as specified:
 - bit depth
 - colour space (RGB/CMYK)
 - digital asset management
 - file dimensions/size in pixels
 - file format (JPEG, TIFF, EPS, PSD, PDF)
 - file naming, captions and inclusion of file information data
 - multiple file formats
 - transfer media (CD, DVD, intranet, internet)
 - uncompressed/compressed files
- maintain quality/integrity of the digital data

RANGE STATEMENT

- process and scan film or download digital files
- review and edit images.

Media product may include:

- analogue images as prints and transparencies
- digital photoimages.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

CUVPHI509A Make wedding photoimaging products

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to provide photoimaging services for wedding clients.

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 provision of wedding photoimaging services and deals with the recording of key moments, moods and activities of a wedding day (including individual portraits) plus presenting the images in various forms. The wedding photographer creates and delivers images with a quality/consistency greater than that achieved by an enthusiast. Wedding images/creative products have no agreed resale value by the subject and are for personal collection/use. Wedding photographers work with a range of photographic service providers (e.g. processing, printing, mounting, framing and presentation services) and recording professionals (e.g. videographers) and are often responsible for supervising assistants.

This unit aligns to the workflow associated with the professional wedding photoimaging sector and requires the application of skills and knowledge in order to respond to the needs of wedding clients, plan/prepare shoots, process/optimize images, supply images and/or integrated presentation products and liaise/consult with a range of associated and allied persons, work teams, government agencies and private enterprises.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI07A Process photoimages to work print/file stage.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 range of wedding services based on a studio style.**

- 1.1 Research ***sources of information*** for contemporary styles and conceptual/aesthetic approaches to ***wedding photoimaging styles, subjects*** and ***locations***.

ELEMENT**PERFORMANCE CRITERIA**

- 1.2 Develop a **studio style** and ascertain relevance/suitability to intended target audience.
 - 1.3 Make test shots to refine studio style.
 - 1.4 Prepare sample albums representative of studio style for marketing/promotional purposes.
 - 1.5 Prepare **pricing schedule**, order forms, terms of trade and contracts.
 - 1.6 Research/adopt **professional practice arrangements** for wedding services and confirm with **appropriate person/s**.
 - 1.7 Promote and market wedding photoimaging services to potential clients.
- 2 **Liaise with client and prepare for shoot.**
 - 2.1 Meet with client to confirm **shoot responsibilities, shoot requirements** and **pricing schedule**.
 - 2.2 Discuss assignment of copyright/licensing arrangements with client.
 - 2.3 Negotiate/complete contract with client and employ appropriate deposit and payment plan arrangements.
 - 2.4 Make appropriate **shoot preparations**.
- 3 **Shoot images, proof and optimise work to client specifications.**
 - 3.1 Capture images within **shoot context** and be prepared for **changed circumstances**.
 - 3.2 Coordinate and work with a **shoot team** and seek feedback from client on shoot progress and image selection.
 - 3.3 Prepare proofs and samples and liaise with client to finalise **creative product/s** content.
 - 3.4 **Optimise images** and output creative product/s to agreed client specifications using industry standards.
- 4 **Wrap up and review shoot.**
 - 4.1 Maintain quality and working condition of equipment, studio and props.
 - 4.2 Prepare work and final account for client (for collection and payment).
 - 4.3 Review client response and personal

ELEMENT**PERFORMANCE CRITERIA**

performance within shoot context.

4.4 Appropriately catalogue and archive images/files.

4.5 Maintain contractual and financial records for business and taxation purposes.

4.6 Update work samples of wedding photoimaging services for marketing/promotional purposes.

4.7 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to:
 - create meaningful images in private/public spaces in a respectful manner
 - file/film optimisation/creation to wedding photoimaging industry standards
 - use industry standard digital media, design and presentation technologies
- research skills sufficient to:
 - compare contemporary styles and conceptual/aesthetic approaches to wedding photoimaging
 - maintain professional practice arrangements for wedding photoimaging
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to develop and interpret business documents and contracts
- numeracy skills sufficient to:
 - maintain contractual/financial records for business/taxation purposes
 - prepare pricing structures, payment plans, budgets, quotations and invoices for clients
- planning and organising skills sufficient to:
 - coordinate activities of models, assistants, and creative and shoot teams

REQUIRED SKILLS AND KNOWLEDGE

- interpret and respond to photoimaging briefs
- organise shoots on location/in studio and prepare shoot management timelines
- learning skills sufficient to review personal performance within shoot context
- problem solving skills sufficient to identify/rectify equipment malfunction/failure and adjust for unforeseen or changed circumstances of the wedding shoot
- teamwork skills sufficient to work with a shoot and post-shoot team
- communication skills sufficient to:
 - conduct interviews and consultations
 - develop rapport with subject/s and recognise/overcome tension and nervousness that may arise from subjects having photographs taken
 - establish/nourish industry links with suppliers, contractors and employees
 - make business presentations
 - negotiate prices/fair exchange of services with clients and project stakeholders
 - resolve complaints/disputes
 - seek feedback from clients on shoot progress and image selection
 - work effectively with diversity and deal empathetically with subjects
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- relationship between photoimaging practitioner and wedding clients
- selection, testing and evaluation of technology to ascertain suitability for wedding production purposes
- the broad wedding photoimaging environment - the styles, where and how the image products are utilised
- traditions and contemporary issues that inform wedding photoimaging practice
- working with government institutions/regulations relating to the wedding 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

EVIDENCE GUIDE

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 apply a typical workflow in wedding photoimaging professional practice
- ability to apply business, coordination and negotiation skills to own photoimaging practice
- ability to apply technical and imaging skills, including capturing/optimising wedding images
- ability to interact and liaise with clients and associated professionals within the context of a wedding shoot (including empathetic communication skills)
- ability to work within a diverse range of cultural practices and rituals in a wedding context.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment employed in a wedding context (e.g. album layout software, cameras, computers, printers, darkrooms, studios, lighting and accessories)
- access to a range of locations and studios for wedding photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic approaches to wedding photoimaging
- opportunity for collaboration with or in allied industries (e.g. designers, fashion stylists, make-up artists, hairdressers, processing labs/printers, bookbinders and presentation specialists)
- 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:

EVIDENCE GUIDE

- 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 applying a typical workflow in wedding photoimaging professional practice
- direct observation of candidate participating in wedding photoimaging events and making wedding photoimaging products
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to wedding photoimaging
- participation in/observation of wedding photography/photoimaging award/s
- review of creative products against wedding industry standards and service specifications.

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options
- CUVPHI505A Produce an innovative presentation package of professional work
- CUVPHI514A Employ colour management in a digital imaging workplace.

Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential

RANGE STATEMENT

operating conditions that may be present with training and 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:

- contemporary wedding/fashion media, newspapers, television, magazines
- internet sites
- interviews
- personal experiences
- professional awards
- professional libraries
- workshops, seminars, conferences.

Wedding photoimaging styles may include:

- contemporary
- ethnic or cultural traditions
- magazine style
- photo documentary/photo essay
- traditional.

Wedding subjects may include:

- integration of subject/s into architectural and landscape environments
- portraits of:
 - couples
 - formal and informal groups
 - individuals
- wedding details:
 - apparel and accessories
 - automobiles and transportation vehicles
 - cakes
 - dresses
 - flowers
 - jewellery.

Wedding locations may include:

- churches
- landscape environment:
 - beaches, river and stream banks
 - buildings and architectural
 - public and private parks and gardens

RANGE STATEMENT

- roadsides, fields and farmlands
- urban
- photoimaging studio
- private homes
- reception rooms and hotels.

Studio style may include:

- unique and recognisable photographic and print/album look, including factors such as:
 - depth of field
 - exposure compensation
 - fragments and details
 - framing/cropping
 - lens focal length
 - post-capture image treatment
 - point of view (POV) photography
 - use of abstraction.

Pricing schedule may include:

- payment plans
- range of services or packages.

Professional practice arrangements may include:

- contracts
- copyright, licensing and intellectual property rights
- creative product archive/digital asset management
- financial management/taxation/GST
- insurance (personal public risk, accident and sickness, equipment, completed creative product, transportation and storage)
- licences and permits
- model/talent and property releases
- OHS
- project budget management.

Appropriate person/s may include:

- bridal agencies and wedding suppliers
- members of relevant professional associations
- mentors/peers
- practising wedding photographers, photoimagists or members of allied fields.

RANGE STATEMENT

Shoot responsibilities may include:

- confirming legal aspects of the shoot
- controlling the shoot
- controlling/signing-off on the creative product
- liaising with bridal party and family to coordinate group shots
- negotiating and signing contract
- paying deposit/final account
- selecting locations, props, backgrounds.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- duration of coverage
- hire options for equipment
- props, backgrounds
- photoimaging lighting:
 - ambient
 - mixed lighting
 - supplementary (electronic flash/tungsten/fluorescent/other)
- processing requirements for image work created
- shoot team:
 - assistant
 - fashion stylists
 - make-up and hairdressers
 - posers
- post-shoot team:
 - album planners and designers
 - digital media/audio visual producer
 - image enhancement and retouching
- studio, location (internal/external)
- the creative product (how it is to be used/what the client specifies)
- timelines for stages of wedding workflow
- transportation of equipment.

Shoot preparations may

- assemble and check all equipment
- brief assistants/members of the shoot/post-shoot

RANGE STATEMENT

include:

teams

- conceptualise involvement in creative process
- confirm time/place/requirements for all aspects of the shoot that will be supplied by others
- consider/implement strategies for back-up equipment in case of equipment loss or failure
- ensure personal grooming/presentation of self and team match client expectations
- negotiate access to location/s with necessary parties
- undertake weather check for location shoots.

Shoot context may include:

- application of teamwork and management skills conducive to a creative environment
- clients contractual agreement
- compassionate/empathetic considerations
- cultural requirements
- physical environment/s of the shoot
- the agreed responsible parties for aspects of the shoot
- time constraints for locations and associated professionals for the event.

Changed circumstances may include:

- changes due to emotional state of the subjects
- changes to contractual arrangements
- equipment malfunctions
- inclement weather
- overlooked technical requirements
- physical changes of the location
- subject changes
- substitution of alternate photographer due to illness and unavailability.

Shoot team may include:

- album planners and designers
- child minders
- post-shoot team
 - digital media/audio visual producer
 - image enhancement and retouching
- shoot team

RANGE STATEMENT

- assistant/s
- fashion stylists
- make-up and hairdressers
- posers.

Optimise images may include:

- digital files as specified:
 - bit depth
 - colour space
 - digital asset management
 - file dimensions/size in pixels
 - file format (e.g. JPEG, TIFF, PSD, PDF)
 - file naming, captions and inclusion of file information data
 - multiple file formats
 - uncompressed/compressed files
- maintain quality/integrity of the digital data
- process RAW/JPEG files
- retouch, enhance, photo-montage (as requested)
- transfer media (e.g. CD, DVD, internet).

Creative product/s may include:

- photoimages as:
 - digital files for use on the internet or for inclusion in personal digital media presentations or documents
 - DVDs and digital media presentations
 - framed print/s
 - loose print/s
 - mounted print/s
 - prints in/for albums and books.

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI510A Plan, capture and exploit visual art photoimages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to participate in a photoimaging professional practice within the visual arts sector.

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 production of visual art photoimages and is based on the workflow associated with the art photoimaging industry.

This unit requires the application of skills and knowledge in order to conceptualise, research and initiate projects; undertake strategic planning and production tasks; manage finances, output visual art photoimages to industry specifications; and liaise/consult with a range of associated and allied persons, work teams, government agencies and private enterprise.

Art photoimaging is undertaken within the visual arts community, and while art photographers usually work with limited supervision and guidance, they also work in creative team structures with team leaders and/or collaborators.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVCRS14A Prepare, store and maintain finished work
- CUVDES04A Integrate colour theory and design processes in response to a brief
- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI07A Process photoimages to work print/file stage
- CUVPHI08A Enhance, manipulate and output photoimages.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Conceptualise, research and initiate project**

- 1.1 Research and identify relevant ***project opportunities*** using appropriate ***sources of***

ELEMENT	PERFORMANCE CRITERIA
opportunities.	information. 1.2 Critique and review project opportunities with appropriate person/s and identify project concept. 1.3 Consider application process (where required) and technical requirements of the project. 1.4 Prepare a projected budget, timeline and supporting material for the application, submission and/or expression of interest. 1.5 Complete and submit application, submission and/or expression of interest to relevant organisation.
2 Prepare for project.	2.1 Research/adopt professional practice arrangements for project and adopt documentation procedures of the workflow and associated functions. 2.2 Capture, acquire and enhance developmental images to agreed specifications in order to illustrate potential project concepts. 2.3 Integrate image products into production samples and maquettes. 2.4 Critically evaluate production samples and confirm with client and/or other stakeholders.
3 Create and present finished work.	3.1 Capture, acquire, enhance and output images to agreed specifications and integrate into creative product. 3.2 Continually review work quality/progress. 3.3 Archive images appropriately for creative product. 3.4 Pack work and transport to agreed location by appropriate method/s. 3.5 Present, display and/or install work to agreed specification.
4 Exploit promotional and media opportunities for	4.1 Identify and coordinate media and promotion opportunities for project. 4.2 Prepare media statement and images for promotion.

ELEMENT	PERFORMANCE CRITERIA
project.	4.3 Supply media package to selected agencies and collect, collate and follow up on media response .
5 Wrap up and review project.	5.1 Document installation and collate progress images and documents of project. 5.2 Complete contractual and financial requirements . 5.3 Maintain contractual and financial records for business and taxation purposes. 5.4 Review responses to the work from clients, stakeholders, peers and members of the public. 5.5 Review personal performance within project context. 5.6 Identify future opportunities, work directions, themes and concerns resulting from project.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to:
 - archive, maintain and manage film and digital assets
 - create/optimize files and film to photoimaging industry standards
 - exhibit, transport and display photoimages in an art context
- research skills sufficient to:
 - access information on all aspects associated with photoimaging shoots
 - compare contemporary styles and conceptual/aesthetic approaches to art photoimaging
 - maintain professional practice arrangements for art photoimaging
- literacy skills sufficient to:
 - write artist's statements and develop a resume/curriculum vitae
 - interpret and develop business documents and contracts

REQUIRED SKILLS AND KNOWLEDGE

- obtain necessary permits and licences to operate ancillary equipment and work in special locations
- numeracy skills sufficient to:
 - maintain contractual/financial records for business/taxation purposes
 - prepare budgets, quotations and invoices
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- problem solving skills sufficient to identify/rectify equipment malfunction/failure
- communication skills sufficient to:
 - attract and maintain sponsors
 - engage and negotiate with stakeholders in a meaningful and respectful way
 - establish and nourish industry links with suppliers, contactors and employees
 - explain conceptual basis for work in written and verbal contexts
 - negotiate prices and fair exchange of services
 - promote own photoimaging work in the media
 - resolve complaints and disputes
 - work effectively with diversity
- learning skills sufficient to:
 - learn operation of ancillary equipment
 - upgrade knowledge required to work in the varied locations of art imaging
 - review personal performance within shoot context
- planning and organising skills sufficient to:
 - coordinate activities of models, assistants, creative and production teams
 - organise shoots on location/in studio and prepare shoot management timelines
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- relationship between artist and professional bodies/associations
- selection, testing and evaluation of technology to ascertain suitability for personal creative production purposes
- traditions and contemporary issues that inform art photoimaging practice
- working within the arts, media and gallery/exhibition 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to apply a typical workflow in art photoimaging professional practice
- ability to apply business, coordination and negotiation skills to own photoimaging work practices
- ability to apply problem solving skills to the creative process
- ability to apply technical and imaging skills, including capturing/optimising art images
- ability to conceptualise, research, initiate, design and present visual art projects
- ability to interact and liaise with potential clients, commissioning agents, media agencies, peers and associated professionals.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment (e.g. cameras, computers, software, printers, darkrooms, studios, lighting and accessories)
- access to a range of locations and studios for art photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic approaches to art photoimaging
- opportunity for collaboration with or in allied creative arts disciplines
- 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.

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 candidate
- direct observation of candidate applying a typical workflow in art photoimaging professional practice
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to art photoimaging
- participation in/observation of art photography/photoimaging award/s
- review of creative products against industry standards and service specifications
- written and oral questioning or interview to test conceptual and technical soundness of project interpretation and creative product.

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

- CUVCRS11A Select and prepare work for exhibition
- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options
- CUVPHI505A Produce an innovative presentation package of professional 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.

Project opportunities may include:

- art grants
- commission work
- self-commissioned work
- sponsorship opportunities.

Sources of information may include:

- copyright/legal representatives
- discussions with innovative industry practitioners
- electronic/print media (news, reviews, articles)
- employee association/union representatives (and other sources of industrial relations information)
- events (industry functions, conferences, trade fairs, community activities, expositions, exhibitions, festivals, social events)
- government bodies and associated publications
- industry associations
- Internet/podcasts
- libraries and archives (text, film, video, sound, graphic)
- lifestyle and contemporary issues magazines
- museums/galleries/studios
- national/international journals (e.g. artist, computing and design journals)
- personal observations and experience
- professional competitions and awards
- 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.

Appropriate person/s may

- critics, commentators and polemicists

RANGE STATEMENT

include:

- curators/gallerists
- members of relevant professional associations
- mentors/peers
- practising artists or members of allied fields.

Technical requirements may include:

- allied and symbiotic technologies
- analogue or digital technologies
- emerging technologies
- interactive and/or multimedia
- visual/non-visual communication technology.

Projected budget may include:

- analysis of potential time spent on each aspect of project (as a costed item at an appropriate rate)
- other project expenses
- professional development costs for project
- professional services and fees
- promotion and marketing costs
- quotes for all projected production costs
- travel, accommodation and out-of-pocket expenses.

Supporting material may include:

- artist's statement (including how personal practice or capabilities would satisfy project requirements)
- curriculum vitae or resume
- developmental images or concepts
- documentation procedure documents
- referees.

Professional practice arrangements may include:

- contracts
- copyright, moral rights and licensing
- financial management
- insurance (personal, public risk, accident and sickness, equipment, completed art in display, transportation and storage)
- intellectual property rights
- licences and permits
- model and property releases
- OHS
- project budget management.

RANGE STATEMENT

- Documentation procedures*** may include:
- photo-documentary record of key aspects of the project
 - website, blogsite or online newsletter
 - written reviews or research papers on progress.
- Stakeholders*** may include:
- architects and engineers
 - community groups
 - funding organisations
 - project managers
 - sponsors
 - subjects chosen to illustrate the theme or concept.
- Media and promotion opportunities*** may include:
- feature articles
 - news coverage
 - opening events
 - radio and television interviews
 - reviews
 - websites.
- Media package*** may include:
- artist statement
 - curriculum vitae
 - media release
 - sponsor information
 - supporting visual material (images, video footage, logos)
 - venue and opening dates and hours information.
- Media response*** may include:
- newspaper and magazines reports
 - reviews
 - television and radio coverage
 - video and audio transcripts.
- Contractual and financial requirements*** may include:
- grant acquittals
 - invoicing
 - project budget analysis (actual/projected)

RANGE STATEMENT

- project payments, including professional services, hire of equipment/spaces
- written agreements for project.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

CUVPHI511A Produce technical photoimages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to produce technical photoimages for institutional clients.

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 production of technical photoimaging products by forensic, medical, scientific (including mining and environmental field officers) and museum/library photographers. A normal technical workflow can require liaison with clients, subjects, marketing officers, creative/production teams, medical staff, scientific/technical staff, museum/gallery staff, police/forensic personnel, field officers, suppliers, contractors, employees and project stakeholders. Forensic, medical and scientific photographers may work independently or as part of a team but within an institutional structure as a team member.

This unit requires the application of skills and knowledge in order to respond to work requests, prepare quotes, plan/prepare shoots, process/optimize images, supply images to clients, bill clients and liaise/consult/negotiate with a range of associated and allied persons, work teams, government agencies and private enterprises.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI06A Plan and carry out image capture in response to a brief.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Receive and interpret job request requirements.**

- 1.1 Evaluate requirements of job requests for a range of ***technical photoimaging projects*** and confirm with ***appropriate person/s***.
- 1.2 Research/adopt ***professional practice arrangements, management procedures and workflow requirements*** for a range of technical photoimaging projects.
- 1.3 Prepare appropriate budget/quote/contract for shoot.

- 2 **Prepare for shoot.**

- 2.1 Consider and apply ***special considerations*** for

ELEMENT**PERFORMANCE CRITERIA**

	shoot.
	2.2 Investigate and adopt site-specific OHS, consents, and licence and permit requirements.
	2.3 Negotiate with necessary parties for access to and needs of shoot locations and subject/s.
	2.4 Confirm technical requirements , shoot requirements and shoot responsibilities with appropriate person/s.
	2.5 Prepare shoot management timelines and make appropriate shoot preparations .
3 Shoot images and optimise to client, brief and post-production specifications.	3.1 Capture in-production image/s to the agreed style and content within shoot context. 3.2 Work with production team and observe subject/client for feedback on shoot progress. 3.3 Optimise images and output image product to agreed specifications using industry standards. 3.4 Pack work for electronic/physical dispatch and deliver to agreed location by appropriate method/s (within agreed timeframe). 3.5 Conclude and maintain management procedures.
4 Wrap up and review shoot.	4.1 Check and reinstate equipment. 4.2 Review response from client/s and subject/s. 4.3 Review personal performance within shoot context. 4.4 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge**REQUIRED SKILLS AND KNOWLEDGE**

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills:

- photoimaging skills sufficient to:
 - archive, maintain and manage film and digital assets
 - create meaningful images in private and public spaces in a respectful manner
 - create/optimize file/film to technical photoimaging industry standards
- research skills sufficient to:
 - access information on all aspects associated with technical shoots
 - compare against existing quality assurance/quality management (QA/QM) procedures and best practice
 - compare contemporary styles and conceptual/aesthetic approaches to technical photoimaging
 - maintain professional practice arrangements for technical photoimaging
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to:
 - develop and interpret business documents and contracts
 - interpret QA/QM policy documentation
- numeracy skills sufficient to:
 - maintain contractual/financial records for business/taxation purposes
 - prepare budgets, quotations and invoices for clients
- communication skills sufficient to:
 - engage with patients/medical professionals in a meaningful and respectful way
 - explain/describe work practices and methods
 - liaise/negotiate with clients, subjects, marketing officers, creative/production teams, medical staff, scientific/technical staff, museum/gallery staff, police/forensic personnel, field officers, suppliers, contractors, employees and project stakeholders
- obtain necessary permits/licences to operate ancillary equipment and work in special locations
- learning skills sufficient to:
 - learn the operation of ancillary equipment
 - review performance against QA/QM processes
 - review personal performance within shoot context
 - upgrade knowledge required to work in varied locations of technical imaging
- planning and organising skills sufficient to:
 - conduct an audit of QA/QM procedures
 - interpret and respond to photoimaging briefs
 - coordinate activities of models, assistants and creative/production teams

REQUIRED SKILLS AND KNOWLEDGE

- organise shoots on location/in studio and prepare shoot management timelines
- teamwork skills sufficient to:
 - deal empathetically with subjects (in a variety of environments, including ones of a highly charged emotional and stressful nature)
 - establish/nourish industry links with suppliers, contractors and employees
 - negotiate prices/fair exchange of services
 - recognise/overcome tension and nervousness in subjects
 - relate with the public and work team
 - resolve complaints/disputes
 - work effectively with diversity
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- forensic, medical, museum and scientific photoimaging environment (including practices and products)
- Quality assurance/quality management systems and audits
- relationship between practitioner and professional bodies/associations
- selection, testing and evaluation of technology to ascertain suitability for technical production purposes
- traditions and contemporary issues that inform technical photoimaging practice
- working with government institutions/regulations relating to technical photoimaging 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit in

Evidence of the following is essential:

- ability to apply a typical workflow in technical photoimaging professional practice

EVIDENCE GUIDE

this unit

- ability to apply business, coordination and negotiation skills to own photoimaging work practices
- ability to apply technical and imaging skills, including capturing/optimising technical images
- ability to interact and liaise with clients, subjects, suppliers, contractors, employees, models, assistants, creative/production teams, project stakeholders and associated professionals
- attainment of required skills/permits critical to the performance of activities in specialised locations (e.g. diving certificates, mountaineering skills, mining site permits and licences)
- understanding of special communication needs, confidentiality and cultural diversity requirements within the technical photoimaging environment.

When assessing in a scientific context, evidence of competency against the following is also required:

- PMLTEST409A Capture and manage scientific images

When assessing in a medical context, evidence of competency against the following is also required:

- BSBMED301B Interpret and apply medical terminology appropriately
- HLTIN301A Comply with infection control policies and procedures in health work.

When assessing in a museum/library context, evidence of competency against the following is also required:

- CULMS205B Observe and report basic condition of collection

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment (e.g. cameras, computers, software, printers, darkrooms, studios, lighting and accessories)
- access to a range of locations and studios for technical photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic approaches to technical photoimaging

EVIDENCE GUIDE

- opportunity for collaboration with or in allied industries (e.g. marketing officers; graphic/web designers; commercial printers; medical, pathology, nursing or allied health staff; scientific/technical staff and police)
- 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 applying a typical workflow in technical photoimaging professional practice
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to technical photoimaging
- participation observation in professional technical or illustrative photography/photoimaging awards
- review of technical image products against industry standards and brief specifications.

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

- CUVPHI508A Produce media photoimages
- CUVPHI512A Make illustrative images for publication and display
- CUVPHI514A Employ colour management in a digital imaging workplace.

Range Statement

RANGE STATEMENT

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

- astronomical phenomena
- aerial
- biological (on-site or in the field):
 - animal
 - botanical
 - freshwater
 - marine
 - microscopic and macroscopic
 - natural phenomena
 - terrestrial
- buildings/construction sites
- copy work
- cultural, anthropology and archaeology (on-site or in the field):
 - artefacts
 - human history object and subjects
 - site documentation
- geological and mining (on-site or in the field):
 - landform and vegetation documentation
 - metallurgy and crystallography
 - mine sites and equipment
- medical (on-site or in the field):
 - clinical/patients
 - dental
 - ophthalmology
 - pathology
 - pre-surgical
 - surgical
- police and forensic (on-site or in the field):
 - accident sites
 - coronial

RANGE STATEMENT

- crime scene documentation
- evidence
- product/equipment.

Appropriate person/s may include:

- members of relevant professional associations
- mentors/peers/team members
- practising institutional photographers, photoimagists or members of allied fields.

Professional practice arrangements may include:

- contracts
- copyright, licensing and intellectual property rights
- financial management
- image archive/digital asset management
- image transportation and storage
- institutional workplaces
- insurance (personal public risk, accident and sickness, equipment)
- licences and permits
- model and property releases
- OHS
- project budget management.

Management procedures may include:

- clinical governance
 - confidentiality
 - image storage, archiving, data protection
 - informed/voluntary patient consent
- institutional and public legal systems for photoimaging access to locations and subjects
- institutional internal financial systems
- institutional management systems
- internal job requests, numbering and logging systems
- patient admission procedures (including patient consent forms).

Workflow requirements may include:

- liaising with other professionals
- professional development requirements for shoot
- sourcing specialised equipment

RANGE STATEMENT

- sourcing technical information for shoot
- sourcing time schedules (e.g. operation lists).

Special considerations may include:

- confidential, privacy or secrecy issues for shoot and subject/s
- dealing with stressful situations (emergency departments, mortuaries, operating theatres)
- empathetic communication skills
- knowledge of shoot context and subject/s for safety or health issues
- personal protective equipment
- recognising/overcoming tension and nervousness in subjects
- special needs for subject/patient.

Technical requirements may include:

- colour management systems
- dynamic range of input (capture) device and tonal clipping of output (printing) device
- props, stands and backdrops
- special lighting requirements (e.g. fibre optics, infrared, ultraviolet, dental lighting systems)
- special requirements of location
- specialised capture or scanning devices (e.g. microscope backs, electron microscopes, reflective and transmissive scanners)
- technical equipment required by shoot context.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- food and accommodation
- hire options for equipment
- model/s, props/backgrounds
- photoimaging lighting
 - ambient
 - mixed lighting
 - supplementary (electronic flash/tungsten/fluorescent/other)
- processing requirements for image work created
- studio/location (internal, external, aquatic, aerial)

RANGE STATEMENT

- the technical imaging product (how it is to be used/what the client specifies)
 - timelines for stages of the workflow
 - transportation of team/equipment.
- Shoot responsibilities*** may include:
- confirm legal aspects of the shoot (e.g. copyright, licensing and intellectual property rights)
 - control the environment and shoot context (e.g. surgical team for operative context; police professionals in a forensic or evidential context; scientist in a experimental illustration context)
 - control the image product
 - control the shoot
 - internal billing
 - negotiate and sign contract
 - select locations, props, backgrounds
 - sign-off on product.
- Shoot preparations*** may include:
- assemble and check all equipment
 - brief assistants/members of team
 - conceptualise involvement in creative process
 - confirm time/place/requirements for all aspects of the shoot that will be supplied by others
 - undertake weather check for location shoots.
- Shoot context*** may include:
- astronomical
 - library/art gallery/museum (locations/studio)
 - medical/hospital (locations/laboratory/studio)
 - mining (locations/laboratory)
 - police/forensic (locations/laboratory)
 - public spaces/institutional administration spaces
 - research/scientific (locations/laboratory/studio).
- Production team*** may include:
- administration representatives
 - assistants
 - camera equipment
 - digital systems
 - AV/Telehealth representatives

RANGE STATEMENT

- commercial printers
- design/construction specialists (of customised shoot equipment)
- graphic designers
- imaging product specialists (including audio, film, television)
- location specialists
- marketing and promotion specialists
- medical specialists and technical teams
- post-production coordinator/s
- reprographics specialists
- scientific/educational professionals
- scientists and technicians
- specialists for field activities (including diving, mountaineering, boating/shipping, pilots, machine operators, mapping, rangers)
- surgical teams.

- Optimise image*** may include:
- maintain quality/integrity of the digital data
 - optimise, retouch, enhance and photo-montage as requested and where appropriate
 - output to Natural Scale (e.g. for court exhibit boards)
 - process JPEG/RAW/DNG files
 - use appropriate:
 - bit depth
 - colour space
 - file dimensions/size in pixels
 - file format (e.g. JPEG, TIFF, PSD, PDF)
 - uncompressed/compressed files.

- Image product*** may include:
- archive/use appropriate digital asset management protocols and procedures
 - black and white prints to a specified format
 - colour film transparencies to a specified format
 - digital files as specified:
 - digital asset management
 - file naming, metadata, captions and inclusion of file info data

RANGE STATEMENT

- transfer media (e.g. C, DVD, internet)
- print/s to specified size, mounting and finish.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

CUVPHI512A Make illustrative images for publication and display

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to produce illustrative photoimaging images for publication and display.

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 production of images which are intended as visual communicators of concepts, ideas and factual information in order to invoke emotive responses in the viewer. These images are destined for use in a wide range of publishing and display environments, including scientific, technical, book and magazine publication, promotion and the internet.

Working with limited/no supervision, illustrative photographers occasionally work with creative personnel, including agents, content specialists, editors, publishers, art directors, pre-press specialists, designers and clients. Illustrative photographers are sometimes responsible for supervising others (e.g. assistants).

This unit requires the application of skills and knowledge in order to respond to, conceptualise and interpret a brief, plan/prepare shoots, process/optimize images, supply image and/or integrated presentation product to clients and liaise/consult with a range of associated and allied persons, work teams, government agencies and private enterprises.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVDES04A Integrate colour theory and design processes in response to a brief
- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI07A Process photoimages to work print/file stage.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 define

- 1.1 Evaluate requirements for a range of ***illustrative photoimaging projects***.

ELEMENT	PERFORMANCE CRITERIA
requirements for a range of illustration projects.	1.2 Research <i>sources of information</i> for contemporary styles and conceptual/aesthetic approaches to similar illustrative photoimaging projects. 1.3 Clarify sample layouts/other visual references with <i>appropriate person/s</i>. 1.4 Prepare job, creative fee and usage estimates for a range of illustrative photoimaging projects. 1.5 Meet with <i>client</i> to confirm <i>shoot responsibilities</i> and refine/define <i>shoot requirements</i>. 1.6 Prepare terms and conditions/quotation for shoot in accordance with client deadlines and check against initial estimate. 1.7 Make agreement and complete contract with client.
2 Prepare for shoot.	2.1 Research/adopt <i>professional practice arrangements</i> for shoot and confirm with appropriate person/s. 2.2 Establish a range of designs for products and content of product within the <i>shoot context</i> and confirm with client. 2.3 Consider shoot requirements and make test shots to refine designs for <i>creative product</i>. 2.4 Liaise with associated professionals for establishing publication or presentation arrangements. 2.5 Investigate site-specific OHS, licence and permit requirements. 2.6 Negotiate with necessary parties for access to props, locations, talent, apparel and fashion accessories. 2.7 Prepare shoot management timelines and make appropriate <i>shoot preparations</i>.
3 Shoot images, proof and optimise work to client specifications.	3.1 Capture images within shoot context. 3.2 Confirm (with agency/client) any changes that occur during the shoot that may lead to cost variances. 3.3 Work with <i>production team</i>, proof images and

ELEMENT**PERFORMANCE CRITERIA**

- seek feedback from client/art director on shoot progress and image selection.
- 3.4 **Optimise images** and output creative product to agreed client specifications using industry standards
- 3.5 Prepare work for electronic/physical dispatch and presentation/publication within the shoot context.
- 3.6 Prepare invoice/account for client.
- 3.7 Deliver completed images/creative product to client with invoice/account and copy of licence and confirm client satisfaction.
- 4 **Wrap up and review shoot.**
- 4.1 Check and reinstate equipment, studio and props.
- 4.2 Catalogue and archive images/creative product appropriately.
- 4.3 Maintain contractual and financial records for business and taxation purposes.
- 4.4 Review client response and personal performance within shoot context.
- 4.5 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to:
 - archive, maintain and manage film and digital assets
 - create/optimise files and film to illustrative photoimaging industry standards
 - exhibit, transport and display photoimaging products in an illustrative context
 - use an extended range of photoimaging, design and allied technologies within

REQUIRED SKILLS AND KNOWLEDGE

the illustrative environment

- research skills sufficient to:
 - access information on all aspects associated with a illustrative shoot
 - compare contemporary styles and conceptual/aesthetic approaches to illustrative photoimaging
 - maintain professional practice arrangements for illustrative photoimaging
 - obtain necessary permits and licences to operate ancillary equipment and work in special locations
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to develop and interpret business documents and contracts
- numeracy skills sufficient to:
 - develop and use complex spreadsheets
 - maintain contractual/financial records for business/taxation purposes
 - prepare budgets, quotations and invoices for clients
- communication skills sufficient to:
 - engage with clients, subjects, professionals in a meaningful and respectful way
 - establish/nourish industry links with clients, contractors and employees
 - explain and describe work practices and methods
 - negotiate prices/fair exchange of services with clients and project stakeholders
 - negotiate/relate with clients, models, creative teams and project stakeholders
 - resolve complaints and disputes
 - work effectively with diversity and deal empathetically with subjects
- learning skills sufficient to:
 - learn the operation of ancillary equipment
 - review personal performance within shoot context
 - upgrade knowledge required to work in varied locations of illustrative imaging
- planning and organising skills sufficient to:
 - coordinate activities of models, assistants, creative and production teams
 - interpret and respond to photoimaging briefs
 - organise shoots on location/in studio and prepare shoot management timelines
- problem solving skills sufficient to identify/rectify equipment malfunction/failure
- teamwork skills sufficient to work with a production team
- technology skills sufficient to check and reinstate equipment, studio and props.

Required knowledge:

- business practice (e.g. partnerships, contracts, intellectual property, copyright,

REQUIRED SKILLS AND KNOWLEDGE

- legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- selection, testing and evaluation of technology to ascertain suitability for illustrative production purposes
- the broad illustrative photoimaging environment (e.g. scientific, technical, book and magazine publication, promotion, how illustrative image products are utilised)
- traditions and contemporary issues that inform illustrative photoimaging practice
- working with government institutions/regulations relating to the illustrative photoimaging 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to apply a typical workflow in illustrative photoimaging professional practice
- ability to apply business, coordination and negotiation skills to own photoimaging practice
- ability to apply problem solving activities arising from the creative process
- ability to apply technical and imaging skills, including capturing/optimising illustrative images
- ability to interact and liaise with clients and associated professionals.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment employed in an illustrative context (e.g. cameras, computers, software, printers, darkrooms, studios, lighting and accessories)
- access to a range of locations and studios for illustrative photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic

EVIDENCE GUIDE

approaches to illustrative photoimaging

- opportunity for collaboration with or in allied industries (e.g. designers, scientists, educationalists, advertisers, pre-press specialists, processing labs/printers, bookbinders, publishers and presentation specialists)
- 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 applying a typical workflow in illustrative photoimaging professional practice
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to illustrative photoimaging
- participation in/observation of professional design, advertising and photography/photoimaging award/s
- review of photoimaging products against illustrative industry standards and service specifications.

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive nature of photo lighting
- CUVPHI504A Investigate and exploit innovative

EVIDENCE GUIDE

- imaging options
- CUVPHI505A Produce an innovative presentation package of professional work
- CUVPHI514A Employ colour management in a digital imaging workplace.

Range Statement

RANGE STATEMENT

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

Illustrative photoimaging projects may include:

- book and magazine covers
- CD sleeves and covers
- creation of 'visual identity' images for commercial use
- design and capture of images for training materials (print and online)
- images for billboard signage
- images for display panels, conferences, trade displays and corporate promotions
- images for murals/commercial interior decoration
- scientific and/or technical subjects.

Sources of information may include:

- contemporary media (newspapers, television, magazines)
- exhibitions
- internet sites
- interviews
- personal experiences
- professional awards
- professional libraries
- workshops, seminars, conferences.

RANGE STATEMENT

Appropriate person/s may include:

- members of relevant professional associations
- mentors/peers
- practising illustrative photographers, photoimagists or members of allied fields.

Client may include:

- arts professional organisations
- commissioning agent
- community organisations
- government institutions
- marketing and promotion professionals
- scientific professionals
- self-commissioned.

Shoot responsibilities may include:

- check estimate against budget and make necessary adjustments to date, props, location, talent
- confirm budget with client
- confirm legal aspects of the shoot (e.g. copyright, licensing issues and intellectual property rights)
- control the creative product and the shoot
- negotiate and sign contract
- pay bills of third party suppliers/service providers
- receive purchase order from client
- select and hire model/s
- select locations, props, backgrounds
- send confirmation/quotation to client and include:
 - cover note
 - creative fee and usage
 - duration, media and region
 - terms and conditions
- sign-off on creative product.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- layout references
- model/s, props, backgrounds and hire options for equipment
- photoimaging lighting:
 - ambient

RANGE STATEMENT

- mixed lighting
- supplementary (electronic flash/tungsten/fluorescent/other)
- processing and pre-press requirements for image work created
- production team
 - assistant
 - post-production coordinator/s
- studio, location (internal/external)
- technical considerations based on the technical requirements of the shoot
- the creative product (how it is to be used/what the client specifies)
- the overall 'look' and 'feel' required to satisfy the requirements of the brief
- timelines for stages of illustrative workflow
- transportation of equipment.

Professional practice arrangements may include:

- contracts
- copyright, licensing and intellectual property rights
- creative product archive/digital asset management
- financial management
- insurance (personal public risk, accident and sickness, equipment, completed creative product transportation and storage)
- licences and permits
- model and property releases
- OHS
- project budget management.

Shoot context may include:

- application of teamwork and management skills conducive to a creative environment
- format/orientation of image
- pre-press specifications
- service being supplied
- style or concept required in creative product
- technical requirements of creative product
- timelines.

RANGE STATEMENT

Creative product may include:

- digital files for use on the internet or for inclusion in personal digital media presentations/documents
- DVDs and digital media presentations
- images for publication and display in/on:
 - billboards
 - books
 - educational materials
 - exhibitions
 - magazines and newspapers
 - scientific and/or technical publications
 - websites
- marketing and promotional materials (e.g. posters)
- mounted and or framed print/s
- photoimages and photomontages.

Shoot preparations may include:

- assemble and check all equipment
- brief assistants/members of creative team
- conceptualise involvement in creative process
- confirm time/place/requirements for all aspects of the shoot that will be supplied by others
- undertake weather check for location shoots.

Production team may include:

- assistants for:
 - camera equipment
 - digital systems
- content specialists and professionals
- post-production coordinator/s
- pre-press specialists
- set builders
- stylists.

Optimise images may include:

- process RAW/JPEG files
- digital files as required by the industry and pre-press standards for output:
 - bit depth
 - colour space
 - digital asset management

RANGE STATEMENT

- file dimensions/size in pixels
- file format (e.g. JPEG, TIFF, PSD, PDF)
- file naming, metadata, captions and inclusion of file information data
- multiple file formats
- uncompressed/compressed files
- maintain quality/integrity of the digital data
- retouch, enhance, photo-montage (as requested)
- transfer media (e.g. CD, DVD, internet).

Unit Sector(s)

Not Applicable

Competency field

Competency field

Design and Visual Communication - Photoimaging

CUVPHI513A Plan, capture and exploit stock photoimages

Modification History

Not Applicable

Unit Descriptor

Unit descriptor This unit describes the performance outcomes, skills and knowledge required to produce self-commissioned stock photoimages.

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 production of images which are self-commissioned by the photographer/photoimagist. Stock image photographers are often responsible for supervising others (e.g. assistants).

This unit requires the application of skills and knowledge in order to research possible subjects/locations suitable for stock photoimaging; conceptualise/create images of a specialised nature suitable for a broad range of uses; plan/prepare for shoots; undertake post-shoot processing and image product optimisation; supply images to image banks, libraries and visual resource management organisations and liaise/consult with a range of associated and allied persons, work teams, government agencies and private enterprise.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUVPHI04A Apply photoimaging lighting techniques
- CUVPHI05A Use a 35mm SLR camera or digital equivalent
- CUVPHI06A Plan and carry out image capture in response to a brief
- CUVPHI07A Process photoimages to work print/file stage.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 concepts for the creation of stock images.**

- 1.1 Research ***sources of information*** for contemporary styles and conceptual/aesthetic approaches for possible purchasers of images.
- 1.2 Evaluate, test and refine the ***technical requirements*** for a range of ***stock photoimaging projects*** and confirm with ***appropriate person/s***.
- 1.3 Prepare pricing schedules, business documents, quotes, accounts and invoices (were applicable).

ELEMENT**PERFORMANCE CRITERIA**

2 Prepare for the creation of stock images.	2.1 Research/adopt professional practice arrangements for shoot/s. 2.2 Consider shoot requirements and make test shots to refine skills for shoot/s 2.3 Prepare shoot management timelines and make appropriate shoot preparations. 2.4 Negotiate with necessary parties for access to models, apparel, fashion accessories, locations and other subjects.
3 Shoot images and optimise work to anticipated client specifications.	3.1 Capture stock images to the preconceived style and content within shoot context. 3.2 Check and reinstate equipment. 3.3 Optimise images and output creative product to possible end-user specifications using industry standards. 3.4 Label and archive images/creative product appropriately.
4 Market images and review project.	4.1 Place images into a commercial environment where sales can be made to end-users and make direct contact with possible purchaser of images. 4.2 Maintain contractual and financial records for business and taxation purposes. 4.3 Review response from potential clients and/or image broker. 4.4 Review personal performance within shoot context. 4.5 Identify future opportunities, work directions, equipment needs and workflow changes resulting from the shoot.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- photoimaging skills sufficient to:
 - create meaningful images in private and public spaces in a respectful manner
 - file/film optimisation/creation to stock photoimaging industry standards
 - use industry standard digital media, design and presentation technologies
- research skills sufficient to:
 - compare contemporary styles and conceptual/aesthetic approaches to stock photoimaging
 - maintain professional practice arrangements for stock photoimaging
- critical thinking skills sufficient to:
 - recognise/address barriers to effective photoimaging workflow
 - employ reflective questioning to analyse performance
- literacy skills sufficient to develop and interpret business documents and contracts
- numeracy skills sufficient to:
 - maintain contractual/financial records for business/taxation purposes
 - prepare budgets, pricing schedules, quotations and invoices for clients
- communication skills sufficient to:
 - engage with clients in a meaningful way and explain/describe work practices
 - establish/nourish industry links with suppliers, contractors and employees
 - liaise with clients/image brokers and make business presentations
 - negotiate prices/fair exchange of services with clients and project stakeholders
 - negotiate successful contracts/work agreements with clients
 - negotiate/relate with clients, models, creative teams and project stakeholders
 - recognise/overcome tension and nervousness in subjects
 - resolve complaints/disputes
 - speak at marketing/networking opportunities
 - work effectively with diversity and deal empathetically with subjects
- learning skills sufficient to review personal performance within shoot context
- planning and organising skills sufficient to:
 - interpret and respond to photoimaging briefs
 - coordinate activities of models, assistants, creative and production teams
 - organise shoots on location/in studio and prepare shoot management timelines
- problem solving skills sufficient to identify/rectify equipment malfunction/failure
- teamwork skills sufficient to work with a production team
- technology skills sufficient to check and reinstate equipment.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge:

- business practice (e.g. partnerships, contracts, intellectual property, copyright, legal, moral, insurance, financial, budget, political, OHS, licences and permits)
- relationship between practitioner and professional bodies/associations
- selection, testing and evaluation of technology to ascertain suitability for stock production purposes
- stock photoimaging environment (including practices and products)
- traditions and contemporary issues that inform stock photoimaging practice
- working with government institutions/regulations relating to stock photoimaging 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- ability to apply a typical workflow in stock photoimaging professional practice
- ability to interact and liaise with potential clients, image brokers and associated professionals
- ability to apply business, coordination and negotiation skills to own photoimaging work practices
- ability to apply technical and imaging skills, including capturing/optimising stock images.

Context of and specific resources for assessment

Assessment must ensure:

- access to a range of photoimaging production equipment (e.g. cameras, computers, software, printers, darkrooms, studios, lighting and accessories)

EVIDENCE GUIDE

- access to a range of locations and studios for stock photoimaging shoots
- access to sources of information to research contemporary styles and conceptual/aesthetic approaches to stock photoimaging
- opportunity for collaboration with or in allied industries (e.g. designers, sports people, researchers, field scientists, tour operators and business owners)
- 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 applying a typical workflow in stock photoimaging professional practice
- case studies to assess candidate's ability to research contemporary styles and conceptual/aesthetic approaches to stock photoimaging
- participation in or observation in professional photography/photoimaging awards
- review of stock image products against industry standards and service specifications.

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

- CUVPHI501A Research role and use of the photoimage in visual communication
- CUVPHI502A Research and exploit photoimaging trends
- CUVPHI503A Explore the descriptive and emotive

EVIDENCE GUIDE

- nature of photo lighting
- CUVPHI504A Investigate and exploit innovative imaging options
- CUVPHI505A Produce an innovative presentation package of professional 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.

Sources of information may include:

- contemporary media (newspapers, television, magazines)
- image sourcing agencies, image banks/libraries
- internet sites
- interviews
- personal experiences
- professional awards (photoimaging, tourism, architectural)
- professional libraries
- workshops, seminars, conferences.

Technical requirements may include:

- location requirements:
 - aerial photography
 - remote/urban photography
 - terrestrial specialised locations:
 - deserts
 - jungles
 - oceans, lakes and seas
 - polar or ice and snow regions
- models/assistants/support crew/guides
- personnel needs
- specialist equipment requirements:

RANGE STATEMENT

- batteries and power generation
- high-speed cameras
- survival gear
- telescopes and microscopes
- underwater cameras.

Stock photoimaging projects may include

- billboard signage
- book and magazine covers
- business
- CD sleeves and covers
- cultural activities and events
- current news topics
- display panels for conferences, trade displays and corporate promotions
- landscape
- lifestyles
- murals for commercial interior decoration
- natural history
- public figures
- representation of society and/or demographics
- sport
- training materials (print and online)
- underwater
- visual identity images for commercial use.

Appropriate person/s may include:

- members of relevant professional associations
- mentors/peers
- practising stock photographers/photoimagers or members of allied fields.

Professional practice arrangements may include:

- contracts
- copyright, licensing and intellectual property rights
- creative product archive/digital asset management
- creative product transportation and storage
- financial management/taxation/GST
- insurance (personal public risk, accident and sickness, equipment)
- licences and permits

RANGE STATEMENT

- model and property releases
- OHS
- project budget management.

Shoot requirements may include:

- analogue or digital capture technologies and supporting accessories
- hire options for equipment
- models, props, backgrounds
- overall 'look' and 'feel' to satisfy requirements of brief/style or shoot context
- photoimaging lighting:
 - ambient
 - mixed lighting
 - supplementary (electronic flash/tungsten/fluorescent/other)
- assistant
- post-production coordinators
- processing requirements for image work created
- production team
- studio/location (internal/external)
- technical considerations arising from the technical requirements of shoot
- the creative product (how it is to be used/what the client specifies)
- timelines for stages of stock workflow
- transportation of equipment.

Shoot preparations may include:

- assembling and checking all equipment
- briefing assistants/members of creative team
- conceptualised involvement in creative process
- confirming time/place/requirements for all aspects of the shoot that will be supplied by others
- undertaking weather check for location shoots.

Shoot context may include:

- application of teamwork and management skills conducive to a creative environment
- colour management specifications
- format/orientation of image
- provision of innovative suggestions/options to:

RANGE STATEMENT

- improve creative product
- service being supplied
- shoot personnel, including:
 - park rangers
 - tour operators and guides
 - dive masters
 - pilots
 - assistants
 - location scouts
- technical requirements of creative product
- timelines.

Optimise images may include:

- digital files as specified:
 - bit depth
 - colour space
 - digital asset management
 - file dimensions/size in pixels
 - file format (e.g. JPEG, TIFF, PSD, PDF)
 - file naming, captions and inclusion of file information data
 - multiple file formats
 - transfer media (e.g. CD, DVD, internet)
 - uncompressed/compressed files
- maintain quality/integrity of the digital data
- process RAW/JPEG files
- retouch, enhance, photo-montage (as requested).

Creative product may include:

- photoimages and photomontages:
 - digital files
 - DVDs and digital media presentations.

Commercial environment may include:

- image broker
- image library
- making direct contact with potential clients
- self-publishing or merchandising.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

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

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***.

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 <i>colour management systems and strategies</i> 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

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.

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.

Range Statement

RANGE STATEMENT

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

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).

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 -

RANGE STATEMENT

- 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

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

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

CUVPHI515A Prepare digital images for pre-press printing

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the performance outcomes, skills and knowledge required to prepare client image files for pre-press processing.

This unit is based on CUVCRS16A Prepare text and graphic files for print processing and ICPPP430A Manage colour and has been contextualised for application to the photoimaging 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 the digital imaging industry where image files require processing before printing. It requires the self-directed application of skills and knowledge to prepare digital images for pre-press processing.

This work would usually be carried out independently although guidance would be available if required.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Prerequisite units

The following units or demonstrated equivalence are required prior to undertaking this unit:

- CUFDIG303A Produce and prepare photo images
- CUVPHI07A Process photoimages to work print/file stage
- CUVPHI514A Employ colour management in a digital imaging workplace

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Consult with pre-press bureau about formatting requirements.

- 1.1 Source a ***checklist for printing requirements*** from ***appropriate person/s*** and follow throughout preparation process.
- 1.2 Obtain relevant specifications for ***software*** and image file formatting from appropriate person/s.
- 1.3 Ensure constraints of different printing processes (and other diffusion techniques) are understood.

ELEMENT	PERFORMANCE CRITERIA
2 Prepare files for pre-press processing.	2.1 Prepare image files using <i>appropriate pre-press processing techniques</i>. 2.2 Choose suitable test charts/targets and print to appropriate specifications for ink density and <i>stock</i> on a linearised proofer. 2.3 Calibrate digital proofing device to examine test charts and use results to generate colour profile. 2.4 Print test file on calibrated digital proofing device and use results to generate output profile for <i>press</i> and stock. 2.5 Proof sample image and confirm with client. 2.6 Optimise images and output image product to profile specifications using industry standards. 2.7 Save image files in <i>appropriate format</i> for pre-press processing and prepare invoice/account for client. 2.8 Pack completed images for electronic/physical dispatch with invoice/account and deliver to agreed location by appropriate method/s within agreed timeframe. 2.9 Conclude and maintain management procedures.
3 Wrap up and review print preparation.	3.1 Catalogue and archive images appropriately. 3.2 Review response from client/s against final printed product. 3.3 Maintain contractual and financial records for business and taxation purposes. 3.4 Review personal performance within job context. 3.5 Identify future opportunities, work directions, equipment needs and workflow changes resulting from job.

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 (as it applies to pre-press processing)
- communication skills sufficient to:
 - collaborate/negotiate between client/s and printing bureau
 - discuss colour, its theory and management
- literacy skills sufficient to:
 - interpret a broad range of information on colour theory and management (as it applies to pre-press processing)
 - interpret material specifications necessary for pre-press processing
- numeracy skills sufficient to:
 - calculate layout requirements/material specifications for pre-press processing
 - compare a colour sampler reading (e.g. eye-dropper value against a 'known value' and calculate a response)
 - determine colour cast and neutrality from a colour sampler reading (e.g. eye-dropper value)
 - identify/assign numeric values to colour as required by pre-press processing
 - read and evaluate Out of Gamut colours and Total Ink/Black Ink limits
 - understand numeric values and meaning against colour theory and how RGB, CMYK and LAB colour values are quantified
- planning and organising skills sufficient to plan integration of colour management into pre-press processing contexts
- problem solving skills sufficient to identify/resolve common colour management problems in pre-press processing
- technology skills sufficient to use/calibrate scanning and digital proofing devices.

Required knowledge:

- colour theory/management associated with pre-press processing
- copyright, moral rights, intellectual property and legislative issues associated with pre-press processing
- different printing/diffusion techniques and their constraints with respect to design
- environmental issues associated with pre-press processing
- equipment, tools and materials associated with pre-press processing
- organisational and OHS requirements associated with pre-press processing and computer usage.

REQUIRED SKILLS AND 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the following is essential:

- production of CMYK, CMYK with spot colour channel and Duo/Tri/Quad tone image files which cause no pre-press processing problems
- production of clipping paths (deep etched) to suit the needs of the image and client/job requirements
- management of colour in pre-press processing to ensure test prints and final products match.

Context of and specific resources for assessment

Assessment must ensure:

- access to an environment where digital image files can be prepared for pre-press processing
- access to appropriate sources of information to research colour theory/management
- 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

EVIDENCE GUIDE

- case studies to assess candidate's ability to manage colour in pre-press processing
- direct observation of candidate preparing digital image files for print processing
- 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, for example:

- CUVPHI506A Produce commercial photoimages
- CUVPHI508A Produce media photoimages
- CUVPHI510A Plan, capture and exploit art photoimages
- CUVPHI511A Produce technical photoimages
- CUVPHI512A Make illustrative images for publication and display
- CUVPHI513A Plan, capture and exploit stock photoimages.

Range Statement

RANGE STATEMENT

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

Checklist for printing requirements may include:

- dot gain and dot gain curves
- inks and ink limits
- metadata requirements
- optimal screen frequency
- PostScript colour management
- profile - embedded or not
- screen
- angles

RANGE STATEMENT

- halftone
- ruling
- stochastic
- stock
- transfer function.

Appropriate person/s may include:

- staff at pre-press trade houses/bureaux
- staff within pre-press sections of printing companies.

Software may include

- colour management software
- computer aided design/drafting (CAD) software
- densitometry/spectrophotometry software
- drawing/graphics software
- page layout/page description software
- profile creating software
- scanner profiling software.

Appropriate pre-press processing techniques may include:

- generating output profiles that allow for:
 - achromatic reproduction
 - black generation
 - black values
 - dot gain
 - total gradients
- Under Colour Removal (UCR), Under Colour Addition (UCA) or varying levels of Grey Component Replacement (GCR), including skeleton black.
- printing appropriate test charts:
 - 3- and 4-colour neutrals
 - CMYK colour scales
 - colour swatches
- providing combined images in editable/adjustable formats
- providing combined images in security enabled/locked formats
- providing scans in appropriate resolution:
 - low resolution FPO (for position only)

RANGE STATEMENT

- high resolution.
- saving colour in required formats
- using appropriate digital proofing devices:
 - densitometers
 - spectrophotometers (including strip reader style devices)
- using appropriate ICC profiles
- using templates correctly.

Stock may include:

- high-groundwood
- newsprint
- standard uncoated
- super calendared uncoated
- uncoated.

Press may include:

- gravure
- heatset offset
- image setters
- sheetfed offset
- waterless sheetfed
- web press offset (rollfed).

Appropriate format may include:

- bit depth
- compression options
- encoding
- file format/extension
 - Electronic PostScript (EPS)
 - Portable Document Format (PDF)
- 1 Tagged Image File Format (TIFF)
- PostScript level
- resolution
 - dots per inch
 - lines per inch
 - pixels per inch
 - sample points per inch
 - spots per inch.

Unit Sector(s)

Not Applicable

Competency field

Competency field Design and Visual Communication - Photoimaging

CUVPRP01B Develop self as artist

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This is a professional practice unit which describes development of technical and conceptual skills required to work as a practising artist. It also deals with communicating effectively and working strategically to achieve planned outcomes as an artist. This work would usually be carried out under limited 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

Prerequisite units

This unit has linkages to all other units and combined assessment and/or training with those units may be appropriate. For example, the specialisation units for:

- visual arts and contemporary craft.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Acquire and develop technical skills.	1.1 Plan <i>strategies</i> to ensure the development of appropriate <i>technical skills</i> in art practice. 1.2 Plan and use art making <i>opportunities</i> to develop and assess the development of technical skills. 1.3 Identify and use practice, feedback, discussion and evaluation opportunities to continuously improve technical skills. 1.4 <i>Test the capabilities</i> of materials, tools and equipment to develop technical skills. 1.5 Identify and use relevant journals, magazines, catalogues and other media to stimulate technical and professional development.
2 Develop conceptual skills and ideas.	2.1 Discuss ideas with others and apply knowledge gained to inform own practice. 2.2 Use work practice to gain experience in a range of genres and interpretations. 2.3 Study the work of others to stimulate conceptual and technical skills development. 2.4 Identify and use a range of opportunities to <i>develop</i> own practice and keep informed about current art practice.
3 Develop own	3.1 Explore and experiment with new ideas in

ELEMENT	PERFORMANCE CRITERIA
voice.	making and/or interpreting work. 3.2 Explore and use technology where appropriate to expand own practice.
4 Evaluate own work.	4.1 Seek and apply constructive criticism from others to improve own work. 4.2 Evaluate own work against planned strategy for own art practice. 4.3 Evaluate own work in the context of work by others in order to extend own practice. 4.4 Adjust work processes and practice as necessary to improve technical, conceptual and commercial outcomes.
5 Research work opportunities.	5.1 Correctly identify <i>sources of information</i> relating to work opportunities. 5.2 Identify <i>networks</i> and <i>promotional opportunities</i> which may be helpful in developing career opportunities. 5.3 Incorporate research results and information into own work practice and career planning.

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 information and communicate ideas.

Required knowledge:

- discerning and listening to advice from appropriate colleagues, experts and audiences
- physical properties and capabilities of materials, tools and equipment and their

Required Skills and knowledge

applications

- the elements and principles of design relevant to the area(s) of specialisation(s)
- knowledge about theoretical and historical contexts relevant to the area(s) of specialisation(s)
- awareness of copyright, moral rights and intellectual property issues related to the development of self as artist
- sources of information relating to work opportunities and career 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

The following evidence is critical to the judgement of competence in this unit:

- application of planned strategies to develop appropriate skills in art practice
- use of discussion and evaluation opportunities to inform and develop technical and conceptual skills
- demonstration of work practice which develops own voice through exploring and experimenting with new ideas in making and/or interpreting work.

Context of and specific resources for assessment

The assessment context must provide for:

- the opportunity to use a range of strategies and resources to develop own practice
- assessment conducted over a period of time to reflect the ongoing nature of 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:

- oral questioning and/or discussion

EVIDENCE GUIDE

- written reports or presentations
- review of portfolios of evidence, which may include CDs and/or videos
- third party workplace reports of performance by the candidate.

Assessment methods should loosely reflect workplace demands (e.g. literacy) and the needs of particular groups (e.g. people with disabilities and people who have literacy or numeracy difficulties e.g. speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment used in the development of technical and conceptual skills relevant to art making practice. Such resources would include specialised materials, tools and equipment required for each area of specialisation. Resource requirements would also include access to information about relevant artists, their work, ideas and 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.

Strategies for developing self as a designer may include:

- being involved in a range of relevant art making activities
- communicating with peers
- experimenting
- participating in professional development and other learning opportunities
- participating in relevant groups or associations
- practising

RANGE STATEMENT

- undertaking training courses
- working effectively with assessor/trainer.

Technical skills may include skills in:

- ceramics
- designing and making three dimensional objects
- fibre/textile arts, including papermaking/papercasting
- making jewellery
- painting and drawing
- photography, including digital photography
- printmaking
- sculpture
- using information technology, including relevant hardware and software
- video.

Opportunities to develop skills may include participation in and/or attendance at some of the following:

- competitions
- exhibitions
- floor talks at galleries
- lectures, seminars, conferences, symposiums
- master classes
- professional organisations.

Testing capabilities refers to:

- extending the possibilities of materials, tools and equipment towards their full potential, and this involves innovation.

Developing own voice includes:

- analysing and researching the work of others relevant to selected area of specialisation
- analysing conventions, practices and customs in art practice
- developing repertoire and knowledge
- exploring elements and principles of design.

Sources of information may include:

- art journals
- exhibition catalogues and programs
- gallery listings

RANGE STATEMENT

- job advertisements
- websites
- word of mouth.

Networks may include:

- alumni organisations
- colleagues and teachers
- community organisations
- professional associations.

Promotional opportunities may include:

- applications to funding bodies
- community events
- competitions
- exhibitions
- membership of specialisation-specific organisations
- participation on websites.

Unit Sector(s)

Not Applicable

CUVPRP02B Develop understanding of own Aboriginal or Torres Strait Islander identity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to develop an understanding of one's own cultural identity. The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation 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 combined assessment and/or training with those units may be appropriate, e.g.:

- units within the Visual Arts Craft and Design Training Package
- units within the Tourism Training Package.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Seek information on own region or Country.**

- 1.1 Identify and consult with ***appropriate persons*** to obtain knowledge of own region or Country.
- 1.2 Identify other relevant ***sources of information*** on own region or Country.
- 1.3 Access information and people in a culturally

ELEMENT

PERFORMANCE CRITERIA

appropriate way which shows respect for local Indigenous culture and customs.

2 Seek information on family and kinship.

2.1 Correctly identify holders of information and consult with appropriate persons in relation to kinship and family.

2.2 Identify other relevant sources of information on family and kinship.

2.3 Collect appropriate information on family and kinship in a culturally appropriate way which shows respect for local Aboriginal or Torres Strait Islander culture and customs.

3 Use information to develop concept of identity.

3.1 Examine information to determine own Aboriginal or Torres Strait Islander identity in relation to Country and kinship.

3.2 Consider how the concept of 'belonging to country' in relation to culture, family and kinship may inform artistic practice.

3.3 Use information in a culturally appropriate way at all times, including identification of how and with whom information can be shared.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- understanding of Aboriginality and the concept of cultural diversity within an Aboriginal or Torres Strait Islander context
- understanding of the cultural values that underpin aspects of one's local Aboriginal or Torres Strait Islander community
- understanding of family units and broader social organisational aspects of Aboriginal or Torres Strait Islander communities, e.g. extended family, community, women's roles, men's roles.

Required Skills and knowledge

Required knowledge:

- general knowledge of own Country and region, e.g. customs, ceremonies, relationship to land
- general knowledge of own family and kinship
- matters of protocol within Aboriginal or Torres Strait Islander societies
- protocols for accessing information and communicating with different community members, e.g. gaining permission, consultation, issues of ownership/custodianship
- the ways in which knowledge can be used, how it should be used and with whom it can be shared
- the ways in which Aboriginal or Torres Strait Islander protocols and cultural values impact on work practices in different contexts, e.g. artistic practice, tourism, including issues of copyright, intellectual copyright and culturally appropriate commercial activity.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- knowledge of sources of information
- ability to access and use information in a culturally appropriate way.

Context of and specific resources for assessment

The assessment must provide for:

- involvement of persons approved of by Elders of the relevant local community in the assessment process.

Method of assessment

Assessment may incorporate a range of methods to

EVIDENCE GUIDE

assess performance and the application of essential underpinning knowledge, and might include:

- oral or written questioning to assess knowledge
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to information sources on relevant regions and Countries.

Range Statement

RANGE STATEMENT

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

- accepted Aboriginal or Torres Strait Islander cultural educators
- Elders
- family groups
- local community groups
- relevant Aboriginal or Torres Strait Islander organisations.

Other ***sources of information*** on region, Country, family and kinship may include:

- archives
- books
- CDs
- community art organisations
- cultural centres
- galleries
- Internet
- libraries
- museums

RANGE STATEMENT

- own observation
- secondary sources
- videos.

Unit Sector(s)

Not Applicable

CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge to develop and apply knowledge of cultural arts within a specific Aboriginal or Torres Strait Islander context. As such, the unit includes a focus on the scope and nature of local Indigenous arts practice, its cultural and economic significance, and marketing and distribution issues.

The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation 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 combined assessment and/or training with those units may be appropriate, e.g.:

- marketing and small business units
- units related to Aboriginal or Torres Strait Islander culture or identity.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and apply information on Aboriginal or Torres Strait Islander cultural**

1.1 Identify and access relevant ***sources of information*** on ***cultural*** arts within Aboriginal or Torres Strait Islander communities in a culturally appropriate way, including

ELEMENT

PERFORMANCE CRITERIA

arts.

information on:

- **scope and nature** of arts practice within communities
- cultural significance
- economic significance
- **marketing and distribution issues**

1.2 Conduct arts practice in a manner which takes account of relevant cultural protocols.

2 **Liaise with stakeholders.**

2.1 Correctly identify individuals and networks used in the context of Aboriginal or Torres Strait Islander cultural arts, both internal and external to the community.

2.2 Use knowledge of networks to enhance the quality of work practices.

2.3 Integrate cultural **protocols** into all communication and business practices.

3 **Update and maintain knowledge of Aboriginal or Torres Strait Islander cultural arts.**

3.1 Identify and use relevant **opportunities to update knowledge** of Aboriginal or Torres Strait Islander cultural arts.

3.2 Share updated knowledge with colleagues as appropriate, and incorporate into day-to-day work activities.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- marketing and distribution mechanisms specific to Aboriginal or Torres Strait Islander artworks including networks and relevant organisations
- cultural protocols within Aboriginal or Torres Strait Islander arts practice.

Required Skills and knowledge

Required knowledge:

- ways in which cultural arts practice may operate within Aboriginal or Torres Strait Islander communities, including various community structures and approaches
- scope of the different types of cultural art practice found within Aboriginal or Torres Strait Islander communities
- traditional law, ways in which traditional economies operated and their link to contemporary cultural arts.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- knowledge of the context and structure of cultural arts within Aboriginal or Torres Strait Islander communities (relevant to specific community context)
- application of knowledge to particular aspects of arts practice in an Aboriginal or Torres Strait Islander context.

Context of and specific resources for assessment

The assessment must provide for:

- involvement of persons approved of by Elders of the relevant local community in the assessment process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

EVIDENCE GUIDE

- project to research arts practice within own community
- oral or written questioning to assess knowledge of cultural arts within an Aboriginal or Torres Strait Islander context
- review of portfolios of evidence
- third party workplace reports of performance by the candidate.

Assessment of this unit requires access to sources of information on cultural arts within Aboriginal or Torres Strait Islander 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. ***Bold italicised*** wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 on Aboriginal or Torres Strait Islander cultural arts may include:

- community arts organisations
- directories or other references
- funding bodies
- government agencies
- land councils
- local communities
- practising artists.

Cultural and economic significance of Aboriginal or Torres Strait Islander arts practice may relate to:

- link between the arts and other areas of economic activity, e.g. tourism
- positive local community impacts
- role of the arts within community development
- statistical data.

RANGE STATEMENT

Scope and nature of
Aboriginal or Torres Strait
Islander arts practice may
relate to:

- significance of cultural arts within a given community
- types of work
- ways in which artworks are promoted/distributed.

Marketing and distribution issues may relate to:

- copyright issues surrounding promotion of work
- cultural protocols to be observed
- different markets for artworks
- ethical issues
- typical distribution channels.

Protocols governing
Aboriginal or Torres Strait
Islander cultural arts may
relate to:

- access to information
- culturally appropriate forms of promotion
- moral rights/intellectual property and/or copyright
- sharing of information.

Opportunities to update knowledge may include:

- informal sharing of information
- multimedia
- participation in community networks
- review of references and other written materials
- seminars
- using electronic media (TV, radio).

Unit Sector(s)

Not Applicable

CUVPRP04B Produce work which expresses own Aboriginal or Torres Strait Islander identity

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to appropriately express own cultural identity through artistic practice. As such this unit has very strong linkages to a wide range of specialisation units within the Visual Arts Craft and Design Training Package.

The local cultural knowledge necessary to achieve competency in this unit may only be accessible to Aboriginal or Torres Strait Islander peoples. This unit also recognises that there is no single Aboriginal or Torres Strait Islander culture.

This unit deals with complex and interrelated elements of Aboriginal or Torres Strait Islander cultures which are the cultural and intellectual properties of specific communities. These may only be interpreted by appropriate persons, e.g. those recognised by the local Aboriginal or Torres Strait Islander community as an Elder or custodian of local cultural knowledge.

Any organisation or individual planning to train or assess this unit would be expected to work closely with the local Aboriginal or Torres Strait Islander community, for example through establishing a local Aboriginal or Torres Strait Islander reference group. In particular, it is vital to ensure respectful integration of any local cultural knowledge or protocols that will inform the implementation 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

It is highly recommended that this unit be assessed with or after the following unit:

- CUVPRP03B Develop and apply knowledge of Aboriginal or Torres Strait Islander Cultural Arts.

This unit also has linkages to a range of other units and combined assessment and/or training with those units may be appropriate, e.g.:

- units within the Visual Arts Craft and Design Training Package
- units within the Tourism Training Package.

Employability Skills Information

Employability skills

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Examine

1.1 Identify appropriate sources of information on

ELEMENT	PERFORMANCE CRITERIA
protocols for the production of cultural works.	cultural identity and the ways in which it can be expressed. 1.2 Determine appropriate knowledge permitted for <i>cultural expressions</i>. 1.3 Research and follow appropriate <i>protocols</i> for the production of cultural works, including copyright and intellectual property.
2 Develop concept for work that expresses cultural identity.	2.1 Evaluate and use <i>cultural information</i> in an appropriate way in developing a concept for work. 2.2 Consider cultural information and identity in the development of concept, with due consideration of cultural protocols. 2.3 Select means of expression for production of work consistent with cultural context and concept.
3 Produce work using cultural knowledge.	3.1 Produce work which appropriately expresses cultural context and locates own identity. 3.2 Produce work in accordance with cultural, copyright and intellectual property requirements.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- cultural protocols in relation to the production, presentation and distribution of works which express Aboriginal or Torres Strait Islander identity
- protocols for the sharing of information and the expression of information pertaining to cultural works.

Required Skills and knowledge

Required knowledge:

- knowledge and understanding of own/local Aboriginal or Torres Strait Islander culture
- copyright, moral rights and intellectual property requirements for specific types of Aboriginal or Torres Strait Islander artwork, including issues of appropriation.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- knowledge of the ways in which cultural information and context can be applied within art practice
- ability to produce work which appropriately expresses cultural context and identity.

Context of and specific resources for assessment

The assessment context must provide for:

- involvement of persons approved of by Elders of the relevant local community in the assessment process.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- review of work produced by the candidate
- oral or written questioning to assess knowledge of issues surrounding cultural protocols for the production of work
- review of portfolios of evidence
- third party workplace reports of performance by

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the candidate.

Assessment of this unit requires access to information sources on protocols for the production of work and other cultural information as agreed by the local community.

Range Statement

RANGE STATEMENT

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

Cultural expression may include:

- art
- ceremony
- cultural interpretations
- dance
- music
- storytelling.

Protocols for cultural expression:

- must be decided and agreed within the local Aboriginal or Torres Strait Islander community.

Cultural information may relate to:

- art and music
- bushcraft/bush food/bush medicine
- contemporary Aboriginal or Torres Strait Islander life and culture
- cultural sites
- custodianship of land
- dance
- history, pre-European contact and post-European contact

RANGE STATEMENT

- tools and implements
- traditional life and culture.

Unit Sector(s)

Not Applicable

CUVVSP01B Produce calligraphy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce calligraphic work through the exploration and application of a range of techniques, tools and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVVCR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawing to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for calligraphic work.	1.1 Correctly identify and select <i>tools</i> and <i>materials</i> required for the production of calligraphic work. 1.2 Prepare, clean and maintain tools and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools and materials in accordance with relevant workplace and safety requirements.
2 Explore calligraphic techniques to plan work.	2.1 Assess the <i>capabilities of techniques</i>, tools, and materials for different types of calligraphic work. 2.2 Use and/or combine different <i>techniques</i>, tools,

ELEMENT**PERFORMANCE CRITERIA**

- and materials to determine and extend capabilities.
- 2.3 Determine the **conceptual vision** for the proposed calligraphic work based on exploration of different techniques or from supplied information.
- 2.4 Establish criteria for the selection of techniques to meet the conceptual vision.
- 2.5 Select techniques based on the conceptual vision.
- 2.6 Plan work, identifying work processes and resource requirements.
- 3 **Realise the calligraphic work.**
- 3.1 Organise the resources required for the production of the proposed calligraphic work based on the plan of work.
- 3.2 Safely use and adapt techniques, tools and materials appropriately to realise the conceptual vision.
- 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities and determine layout issues.

Required knowledge:

- the physical properties and capabilities of the range of materials and tools used in calligraphic work

Required Skills and knowledge

- work space requirements for calligraphic work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in calligraphic work
- general knowledge of the formal elements and principles of design and their specific application to the production of calligraphic work
- cleaning and maintenance techniques for tools used in calligraphic work
- general knowledge of the historical and theoretical contexts for calligraphic work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in calligraphic work
- organisational and legislative occupational health and safety procedures in relation to calligraphic 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.

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:

- production of calligraphy which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in calligraphic work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple examples of calligraphic work or a single major work.

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:

- evaluation of work
- direct observation of calligraphic work in progress
- questioning and discussion of the candidate's intentions
- verbal and written reports
- review of portfolios of evidence.

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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to apply and extend calligraphy 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.

Tools may include:

- disposable calligraphy pens
- range of paint brushes
- self made pen from bamboo, feather (as quill), reed
- steel nibs in pen holders
- tools adapted for a specific purpose.

RANGE STATEMENT

Materials may include:

- fabric e.g. cotton, linen or silk
- gold leaf
- gouache
- inks
- papers of differing weights and textures
- perspex, glass
- vellum
- watercolour
- wood.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- light
- ventilation
- wet and dry areas.

Assessing the **capabilities of the techniques**, tools and materials may involve:

- producing test pieces or samples
- systematically testing a range of processes.

Extending **capabilities of techniques** refers to:

- discovering new ways of using them
- exploring the potential of techniques.

Within this unit the candidate would generally extend, build

- application of decoration to pen and drawn letterform

RANGE STATEMENT

upon and combine a range of **techniques** which may include:

- application of pen skills for a purpose e.g. loosen up movements of the pen to make linear marks of differing intensity and character - thick sharp, thin curvilinear
- penning a range of letterforms, e.g. Roman, Uncial, Carolingian, Gothic, Italic, Foundational, Copperplate
- variation of weight and size of letterform.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the calligraphy, e.g. the body; identity, land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed calligraphy
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP02B Research and experiment with techniques to produce calligraphy

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of calligraphic work. It outlines the way calligraphic works are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCCR08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Inform work through experimentation with calligraphic techniques and media.	1.1 Evaluate the potential for new approaches to calligraphic work based on <i>capabilities of techniques</i> already used. 1.2 Select, adapt or introduce new <i>materials and tools</i> for the achievement of different effects. 1.3 Extend the capabilities of <i>calligraphic</i> techniques through experimentation to inform practice. 1.4 Take account of <i>particular safety or environmental issues</i> associated with the use of different techniques and media. 1.5 <i>Research</i>, adapt and use relevant ideas and

ELEMENT

PERFORMANCE CRITERIA

approaches from other practitioners with consideration of *intellectual property, moral rights and copyright requirements*.

2 **Develop and refine a conceptual vision for calligraphic work.**

2.1 Develop a *conceptual vision* for work based on knowledge and understanding of different calligraphic techniques.

2.2 Consider the criteria for selecting techniques, material and tools based on results of experimentation.

2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.

2.4 Select approach to work which meets established criteria.

2.5 *Refine the conceptual vision* based on ongoing experimentation and analysis of calligraphic techniques.

3 **Determine and organise resource requirements for new work.**

3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.

3.2 Research and access potential *sources of supply* for calligraphic resources.

3.3 Evaluate *cost or other constraints* which may impact on the development of work.

3.4 Set up or coordinate resource requirements in accordance with safety or other *workplace requirements*.

4 **Realise calligraphic work.**

4.1 Realise the calligraphic work using techniques and media selected from research and experimentation to meet the conceptual vision.

4.2 Evaluate and respond to the potential for changes in the use of techniques, materials and tools.

4.3 Refine the conceptual vision based on ongoing experiences with the production of work.

4.4 Use safe working practices throughout the production of calligraphic work.

ELEMENT**PERFORMANCE CRITERIA**

4.5 Consider issues of presentation and take action accordingly.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- research skills and sources of information to inform experimentation in calligraphic work
- literacy skills sufficient to interpret information and material about the work of other calligraphers
- numeracy skills sufficient to evaluate resource costs and to calculate layout issues.

Required knowledge:

- the role of experimentation in developing and refining concepts for calligraphy work
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in calligraphic work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for calligraphy work
- the historical and theoretical contexts for calligraphic work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with calligraphic work
- sources of raw, part-processed and processed materials and other resources for calligraphic work
- work space requirements for calligraphic work including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in calligraphic work, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to calligraphic work.

Required Skills and 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.

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:

- production of calligraphic work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple examples of calligraphic work or a single major work.

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 calligraphic work in progress, including exploration of and experimentation with techniques
- evaluation of completed work
- questioning and discussion about candidate's intentions and the work outcome

EVIDENCE GUIDE

- verbal and written reports
- review of portfolios of evidence.

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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to apply calligraphy techniques and to extend them through exploration and experimentation.

Range Statement

RANGE STATEMENT

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

Extending ***capabilities*** through

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Within this unit the candidate would generally demonstrate a command of a broad range of techniques as the basis for experimentation and innovation. ***Techniques*** may include:

- lettering fully integrated with decorated elements, e.g. a letter of the alphabet intertwined with illustrated plant
- letters formed with illusion of depth
- letters formed with linear perspective (vanishing points)
- overlay of text in translucent materials
- text over collaged imagery in a range of styles.

RANGE STATEMENT

Materials may include:

- fabric, e.g. cotton, linen or silk
- gesso, impasto
- gold leaf
- gouache
- inks
- papers of differing weights and textures
- perspex, glass
- vellum
- watercolour
- wood.

Tools may include:

- air brushes
- Asian brushes
- disposable calligraphy pens
- self made pen from bamboo, feather (as quill)
- steel nibs in pen holders
- tools adapted for specific purposes.

Techniques for **calligraphy** may also include extending, building upon and combining the following techniques:

- application of decoration to pen and drawn letterform
- application of pen skills for a purpose, e.g. loosen up movements of the pen to make linear marks of differing intensity and character thick sharp, thin curvilinear
- penning a range of letterforms, e.g. Roman, Uncial, Carolingian, Gothic, Italic, Foundational, Copperplate
- variation in weight and size of letterform.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and

RANGE STATEMENT

	- tests - seeking out information in books, journals, newspapers - visiting exhibitions, museums.
<i>Intellectual property, moral rights and copyright requirements</i> may relate to:	- extent to which the work may be used - procedures for seeking permission to use the work of others, including systems for the administration of copyright - protocols for the adaptation of work by others.
The <i>conceptual vision</i> may be determined by:	- elements and principles of design - the relationship of the work to a theoretical and historical context - the subject matter or theme for the ceramic work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.
<i>Refining the conceptual vision</i> may include:	- adjustment to consideration of elements and principles of design - adjustment to subject matter or theme - adjustment to utilise the extended capabilities of the technique - no change.
<i>Sources of supply</i> may include:	- commercial outlets - found objects or materials - manufacturing or factory waste - nature.
<i>Cost and other constraints</i> may relate to:	- availability of materials and tools - budgeting - sponsorship - timeframe.
<i>Workplace requirements</i> may	- drying space - lighting

RANGE STATEMENT

include:

- ventilation
- wet and dry areas.

Issues of presentation may include:

- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance (framing, bookbinding, printing)
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP04B Apply techniques to produce ceramics

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of ceramic work. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR01B Source concept for own work or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for ceramic work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>ceramic work</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant workplace procedures and safety requirements. 1.3 Organise and maintain <i>work space</i> so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test ceramics techniques.	2.1 Safely use techniques for the production of ceramic work. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the ceramic work.	3.1 <i>Draw concept of the proposed ceramic work</i> based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed ceramic work. 3.3 Select appropriate tools, equipment and materials for the specific ceramic work. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final ceramic work.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and firing times.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for ceramic work
- general knowledge of different styles of ceramic work and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for ceramic work

Required Skills and knowledge

- typical work space and equipment requirements for the production of different types of ceramic work
- cleaning and maintenance techniques for tools and equipment used in ceramic work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in ceramic work
- organisational and legislative occupational health and safety procedures in relation to ceramic 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.

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:

- production of ceramic work which demonstrates a command of the nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in ceramic work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one ceramic piece.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential

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underpinning knowledge, and might include:

- direct observation of work in progress
- questioning and discussion of candidate's intentions and work in progress
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce ceramic 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.

Tools may include:

- brushes
- carving tools
- knives/blades
- rolling pins or other rollers
- spatulas
- tape measures.

RANGE STATEMENT

Equipment may include:

- banding wheel
- gas fired or electric kiln
- kiln equipment
- protective clothing
- raku kiln
- tongs.

Materials may include:

- glazes
- oxides
- range of clays.

Ceramic work may include:

- containers
- fired and non fired clay work
- mural pieces
- platters
- sculptural work
- tiles
- wearable objects, e.g. anklets, neck and head pieces.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Work space considerations may include:

- dust extraction facilities
- lighting
- ventilation
- wet and dry areas.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- applied surface treatments (adding clay)
- firing techniques
- hand formed (pinching, coiling, slab, slab-roll)
- moulding
- subtracted surface treatment (incising, impressing,

RANGE STATEMENT

- stamping, piercing, inlaying with other clays)
 - wedging clay to remove air.
- Testing** techniques may include:
- experimenting directly with work in progress
 - exploring techniques by making practice pieces
 - making samples applying nominated techniques.
- Drawing** may include:
- drawings on paper
 - drawings or markings directly on the clay
 - electronic imaging.
- The **concept for the proposed ceramic work** may be influenced by:
- elements and principles of design
 - the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP05B Produce ceramics

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce ceramic work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory and apply to own work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for ceramic work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>ceramic work</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore ceramic techniques to plan	2.1 <i>Assess the capabilities of techniques</i>, tools, equipment and materials for different types of

ELEMENT	PERFORMANCE CRITERIA
work.	ceramic work. 2.2 Use and/or combine different techniques, tools, equipment and materials to determine and <i>extend capabilities</i>. 2.3 Determine the <i>conceptual vision</i> for the proposed ceramic work based on exploration of different <i>techniques</i> or from supplied information. 2.4 Establish <i>criteria for the selection of techniques</i> to meet the conceptual vision. 2.5 Select techniques based on the conceptual vision. 2.6 Plan work, identifying work processes and resource requirements.
3 Realise ceramic work.	3.1 Organise the resources required for the production of the proposed ceramic work based on the plan of work. 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities and determine layout issues.

Required knowledge:

Required Skills and knowledge

- the physical properties and capabilities of the range of materials, tools and equipment used in ceramic work
- work space requirements for ceramic work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in ceramic work
- general knowledge of the formal elements and principles of design and their specific application to the production of ceramic work
- cleaning and maintenance techniques for tools and equipment used in ceramic work
- general knowledge of the historical and theoretical contexts for ceramic work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in ceramic work
- organisational and legislative occupational health and safety procedures in relation to ceramic 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.

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:

- production of ceramic work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in ceramic work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required

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tools, equipment and materials to produce multiple pieces of ceramic work or a single major work.

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 ceramic work in progress
- questioning and discussion of the candidate's intentions
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce ceramics 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.

Tools may include:

- brushes, toothbrushes
- carving tools
- knives/blades

RANGE STATEMENT

- rolling pins or other rollers
- spatulas
- tape measures.

Equipment may include:

- banding wheel
- gas or electric kiln
- kiln furniture and equipment
- protective clothing
- raku kiln
- wood fired kiln.

Materials may include:

- glazes
- oxides
- range of clays.

Ceramic work may include:

- fired and non fired clay work
- hand formed work (bowls, plates, vessels)
- mixed media work
- mural
- sculptural work and constructions
- tiles
- wearable objects, e.g. head and neck pieces, anklets, bracelets.

Workplace procedures may relate to:

- cost control
- process specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work

- dust extraction
- light

RANGE STATEMENT

space may relate to:

- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials involve:

- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the ceramic work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Within this unit the candidate would generally extend, build upon and combine a range of ***techniques*** which may include:

- applied surface treatment (inlay with other clays, oxides, glazes)
- firing techniques
- hand forming (pinching, coiling and slab, slab-roll methods)
- moulding
- slip casting
- subtract surface treatments (incising, impressing, stamping, piercing).

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed ceramic work
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP06B Research and experiment with techniques to produce ceramics

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of ceramic work. It outlines the way ceramic works are produced through the use of experimentation and ongoing refinement.

It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with ceramic techniques and media.**

- 1.1 Evaluate the potential for new approaches to ***ceramic work*** based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of ceramic techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.
- 1.5 ***Research***, adapt and use relevant ideas and

ELEMENT

PERFORMANCE CRITERIA

approaches from other practitioners with consideration of *intellectual property, moral rights and copyright requirements*.

2 **Develop and refine a conceptual vision for ceramic work.**

- 2.1 Develop a *conceptual vision* for ceramic work based on a knowledge and understanding of different ceramic techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 *Refine the conceptual vision* based on ongoing experimentation and analysis of ceramic techniques.

3 **Determine and organise resource requirements for new work.**

- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential *sources of supply* for ceramic resources.
- 3.3 Evaluate *cost or other constraints* which may impact on the development of work.
- 3.4 Set up or coordinate resource requirements in accordance with safety or other *workplace requirements*.

4 **Realise ceramic work.**

- 4.1 Realise the ceramic work using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the production of ceramic work.

ELEMENT**PERFORMANCE CRITERIA**

4.5 Consider issues of presentation and take action accordingly.

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- research skills and sources of information to inform experimentation in ceramic work
- literacy skills sufficient to interpret information and material about the work of other ceramicists
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in the developing and refining concepts for ceramic work
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in ceramic work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for ceramic work
- the historical and theoretical contexts for ceramic work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with ceramic work
- sources of raw, part-processed and processed materials and other resources for ceramic work
- work space requirements for ceramic work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in ceramic work, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation

Required Skills and knowledge

to ceramic 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.

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:

- production of ceramic work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple pieces of ceramic work or a single major work.

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 ceramic work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidates intentions and the work outcome

EVIDENCE GUIDE

- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce ceramic 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.

Ceramic work may include:

- architectural ceramics
- ceramic installation work
- fired and non fired clay work
- hand formed work (table ware, vessels)
- mixed media
- sculptural work and constructions
- wearable objects, e.g. head and neck pieces, bracelets etc.

Within this unit the candidate would generally demonstrate a command of a broad range of techniques as the basis for

- applied surface treatments (inlay with other clays or other materials, oxides, glazes)
- hand forming (pinch, coil, slab, slab-roll methods)
- moulding, including mould making

RANGE STATEMENT

experimentation and innovation. **Techniques** may include:

- slip casting
- subtractive surface treatments (incising, impressing, stamping, piercing).

Materials may include:

- casting plaster, resins, wax and other materials for mould making
- glazes, oxides
- other materials for inlay which would leave impressions/stains etc in the ceramic work after firing
- range of clays
- slip.

Tools and **equipment** may include:

- brushes, toothbrushes
- carving tools
- electronic equipment used in design work, e.g. computer, scanner, printer software
- gas or electric kiln, wood fired kiln
- kiln furniture and equipment
- knives/blades
- measuring devices
- protective clothing
- raku kiln
- rolling pins or other rollers
- spatulas
- tongs.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste

RANGE STATEMENT

- Research** may involve:
- approaching individuals with relevant expertise
 - attending lectures and talks
 - conducting material and technical experiments and tests
 - seeking out information in books, journals, newspapers
 - visiting exhibitions, museums.

- Intellectual property, moral rights and copyright requirements** may relate to:
- extent to which the work may be used
 - procedures for seeking permission to use the work of others, including systems for the administration of copyright
 - protocols for the adaptation of work by others.

- The **conceptual vision** may be determined by:
- elements and principles of design
 - the relationship of the work to a theoretical and historical context
 - the subject matter or theme for the ceramic work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

- Refining the conceptual vision** may include:
- adjustment to consideration of elements and principles of design
 - adjustment to subject matter or theme
 - adjustment to utilise the extended capabilities of the technique
 - no change.

- Sources of supply** may include:
- commercial outlets
 - found objects or materials
 - manufacturing or factory waste
 - nature.

- Cost and other constraints** may relate to:
- availability of materials and tools
 - budgeting
 - sponsorship
 - timeframe.

RANGE STATEMENT

Workplace requirements may include:

- drying space
- lighting
- ventilation
- wet and dry areas.

Issues of presentation may include:

- availability of materials and space
- client preference
- cost
- practical considerations
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. with plinth construction
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP07B Apply techniques in wheel-formed ceramics

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce wheel-formed ceramic work through the exploration and application of a range of techniques. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR11B Source information on history and theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, for example:

- CUVCRS08B Document the work progress

- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for wheel-formed ceramic work.	1.1 Correctly identify and select <i>tools</i> and <i>materials</i> required for the production of <i>wheel-formed ceramic work</i>. 1.2 Prepare, clean and maintain tools, <i>equipment</i> and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore wheel-formed ceramic	2.1 <i>Assess the capabilities of techniques</i>, tools and materials for wheel-formed ceramic work. 2.2 Use and/or combine different <i>techniques</i> to

ELEMENT	PERFORMANCE CRITERIA
techniques to plan work.	determine and <i>extend capabilities</i>. 2.3 Determine the <i>conceptual vision</i> for the proposed wheel-formed ceramic work based on exploration of different techniques or from supplied information. 2.4 Establish criteria for the selection of techniques to meet the conceptual vision. 2.5 Select techniques based on the conceptual vision. 2.6 Plan work, identifying work processes and resource requirements.
3 Realise wheel-formed ceramic work.	3.1 Organise the resources required for the production of the proposed wheel-formed ceramic work based on the plan of work. 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities and firing times.

Required knowledge:

- physical properties and capabilities of the range of materials, tools and equipment used in wheel-formed ceramic work
- work space requirements for wheel-formed ceramic work including ways of

Required Skills and knowledge

- organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in wheel-formed ceramic work
- general knowledge of the formal elements and principles of design and their specific application to the production of wheel-formed ceramic work
- cleaning and maintenance techniques for tools and equipment used in wheel-formed ceramic work
- awareness of copyright, moral rights and intellectual property issues
- general knowledge of the historical and theoretical contexts for wheel-formed ceramic work
- environmental issues associated with the tools and materials used in wheel-formed ceramic work
- organisational and legislative occupational health and safety procedures in relation to wheel formed ceramic 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.

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:

- production of wheel-formed ceramic work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in wheel-formed ceramic work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce more

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than one piece of wheel-formed ceramic work.

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 wheel-formed ceramic work in progress
- questioning and discussion of the candidate's intentions and work
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce wheel-formed ceramic 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.

Tools may include:

- brushes, toothbrushes
- carving tools
- knives/blades

RANGE STATEMENT

- rolling pins or other rollers
- spatulas
- tape measures
- turning tools.

Materials may include:

- glazes
- other media, e.g. metal, wire, glass, fabric, timber, board, other natural or synthetic materials
- oxides
- range of clays.

Wheel-formed ceramic work may include:

- architectural ceramics
- jewellery
- platters
- sculptural work
- table wear
- vessels.

Equipment may include:

- banding wheel
- gas or electric kiln
- kiln furniture and equipment
- protective clothing
- raku kiln
- wheels for wheel-formed ceramic work
- wood fired kiln.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

RANGE STATEMENT

Organisation and maintenance of the work space may relate to:

- light
- process-specific work space requirements
- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials may involve:

- producing test pieces or samples
- systematically testing a range of processes.

Techniques may include:

- applied surface treatment (inlay with other clays, oxides, glazes)
- centring
- collaring
- distortion/exaggeration in wheel thrown forms
- forming rims and lips
- making clay appendages, e.g. handles, spouts, knobs, lugs and spouts
- opening up forms
- pulling up walls
- structural and joining works using combined techniques of hand building and wheel thrown forms and different media
- subtract surface treatments (incising, impressing, stamping, piercing)
- turning of leather hard forms.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the wheel-formed ceramic work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns

RANGE STATEMENT

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed wheel-formed ceramic work
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP11B Apply techniques to produce digital images

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of digital images. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work; or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea; or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for the production of digital images.	1.1 Correctly identify and select <i>equipment</i> and <i>materials</i> required for the production of digital images. 1.2 Prepare and maintain equipment and materials in accordance with relevant <i>workplace procedures</i> and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test digital imaging techniques.	2.1 Safely use <i>techniques</i> for the production of digital images. 2.2 Use and <i>test nominated techniques</i> to determine the capability of the technique and its application.
3 Produce digital images.	3.1 Determine <i>concept for the proposed digital images</i> based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed digital images. 3.3 Select appropriate equipment and materials for the specific digital images. 3.4 Use techniques and materials safely to produce the final digital imaging work.

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 operational instructions
- numeracy skills sufficient to deal with such issues as input and output resolution, resizing.

Required knowledge:

- general knowledge of equipment used in digital imaging work
- general knowledge of different styles of digital imaging work and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for digital imaging work

Required Skills and knowledge

- typical equipment requirements for the production of digital imaging work
- digital equipment use and maintenance
- awareness of copyright, moral rights and intellectual property issues
- organisational and legislative occupational health and safety procedures in relation to digital imaging 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.

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:

- production of digital images which demonstrate a command of nominated techniques and which reflect the concept
- general knowledge of materials and equipment used in digital imaging work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple digital images.

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 digital imaging work in progress
- questioning and discussion of candidate's

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intentions and work

- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce digital images using the nominated 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.

Equipment may include:

- computer and imaging applications
- digital camera
- output device
- scanner.

Materials may include:

- a range of printing papers.

Workplace procedures may relate to such things as:

- cost control
- recycling
- reporting

RANGE STATEMENT

- safety.

Organisation and maintenance of the work space may relate to:

- ergonomic considerations
- lighting
- power supply.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- acquiring an image through scanning, digital photography or from the Internet
- manipulating the image by means of imaging software
- outputting the image.

Testing nominated techniques may involve:

- further practice with the techniques to acquire, manipulate and print images while also manipulating variables such as resolution, colour depth, brightness, contrast
- producing samples or test pieces.

The **concept for the proposed digital images** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP12B Produce digital images

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce digital images through the exploration and application of a range of techniques, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for digital imaging work.	1.1 Correctly identify and select <i>equipment</i> and <i>materials</i> required for the production of digital images. 1.2 Prepare and maintain equipment and materials in accordance with relevant workplace procedures and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store equipment, information and materials in accordance with relevant workplace and safety requirements.
2 Explore digital techniques to plan	2.1 Assess the <i>capabilities of techniques</i>, equipment and materials for digital imaging

ELEMENT	PERFORMANCE CRITERIA
work.	work.
	2.2 Use and/or combine different techniques, equipment and materials to determine and <i>extend capabilities</i> .
	2.3 Determine the <i>conceptual vision</i> for the proposed digital imaging work based on exploration of different <i>techniques</i> or from supplied information.
	2.4 Establish criteria for the selection of techniques to meet the conceptual vision.
	2.5 Select techniques based on the conceptual vision.
	2.6 Plan work, identifying work processes and resource requirements.
3 Realise digital images.	3.1 Organise the resources required for the production of the proposed digital images based on the plan of work.
	3.2 Safely use and adapt techniques, equipment and materials appropriately to realise the conceptual vision.
	3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 equipment instructions
- numeracy skills sufficient to deal with such issues as resolution, sizing, file storage.

Required Skills and knowledge

Required knowledge:

- equipment and materials used in the production of digital images
- work space requirements for the production of digital images, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques to achieve different effects in digital imaging work
- general knowledge of the formal elements and principles of design and their specific application to the production of digital images
- maintenance of equipment used in digital imaging work
- general knowledge of the historical and theoretical contexts for digital imaging work
- awareness of copyright, moral rights and intellectual property issues
- organisational and legislative occupational health and safety procedures in relation to digital imaging 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.

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:

- production of digital images which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of equipment and materials and how they are used and extended in the production of digital images.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required

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tools, equipment and materials to produce multiple examples of digital imaging work or a single major work.

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 digital imaging work in progress
- questioning and discussion of the candidate's intentions and work
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce digital images.

Range Statement

RANGE STATEMENT

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

- computer

RANGE STATEMENT

- digital camera
- imaging applications
- output device
- scanner.

Materials may include:

- a range of printing surfaces, including papers, acetate, fabrics.

Maintaining equipment and materials may involve:

- charging batteries
- deleting image files from memory cards
- replacing protective covers
- replenishing paper supply
- saving files
- shutting down computers
- turning off power supply.

Workplace procedures may relate to such things as:

- cost control
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- ergonomic considerations
- light
- power supply.

Assessing the **capabilities of techniques** may involve further practice with the techniques to acquire, manipulate and print images while also manipulating variables such as resolution,

- experimenting directly with work in progress
- producing practice prints or samples
- testing imaging features of the software in use.

RANGE STATEMENT

colour depth, brightness, contrast. It may also involve:

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The *conceptual vision* may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the digital images, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Within this unit the candidate would generally extend, build upon and combine a range of *techniques* which may include:

- acquiring an image through scanning, digital photography or from the Internet
- file format considerations
- manipulating the image by means of a range of imaging applications
- outputting image as a print, CD-ROM or other storage medium.

Criteria for the selection of techniques may relate to:

- access to materials and equipment
- consistency with the conceptual vision for the proposed digital images
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP13B Research and experiment with techniques for digital image enhancement and manipulation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques for the realisation of digital images. It outlines the way digital images are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with digital imaging techniques.**

- 1.1 Evaluate the potential for new approaches to digital imaging work based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of digital imaging techniques through experimentation to inform practice.
- 1.4 ***Research***, adapt and use relevant ideas and approaches from other practitioners with consideration of ***intellectual property, moral***

ELEMENT

PERFORMANCE CRITERIA

rights and copyright requirements.

2 Develop and refine a conceptual vision for digital images.

- 2.1 Develop a **conceptual vision** for digital images based on a knowledge and understanding of different digital imaging techniques.
- 2.2 Consider the criteria for selecting techniques, materials and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of digital imaging techniques.

3 Determine and organise resource requirements for new work.

- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential **resources or services** for the production of digital images.
- 3.3 Evaluate **cost or other constraints** which may impact on the development of work.
- 3.4 Set up or coordinate resource requirements in accordance with safety or other **workplace requirements**.

4 Realise digital images.

- 4.1 Realise the digital images using techniques selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the production digital images.
- 4.5 Consider issues of presentation and take action accordingly.

ELEMENT

PERFORMANCE CRITERIA

Required Skills and Knowledge

Required Skills and knowledge

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

Required skills:

- research skills and sources of information to inform experimentation in the production of digital work
- sources of equipment and software used for digital imaging work
- work space requirements for digital imaging work, including selection and set up of work space for particular types of work
- literacy skills sufficient to interpret information and material about the work of other digital artists and to read equipment instructions
- numeracy skills sufficient to deal with issues such as equipment capacity, optimum resolutions, storage capacity of various storage mediums.

Required knowledge:

- the role of experimentation in developing and refining concepts for digital images
- detailed knowledge of physical properties and capabilities of techniques and equipment used in digital imaging work and the maintenance of equipment
- the characteristics of different techniques and equipment and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for digital imaging work
- the historical and theoretical contexts for digital imaging work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with digital imaging work
- organisational and legislative occupational health and safety procedures in relation to digital imaging 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.

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:

- production of digital images which demonstrate a highly developed command of the selected techniques and which are consistent with the conceptual vision
- in depth knowledge of techniques, materials and equipment and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple digital images or a single major work.

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 digital imaging work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidate's intentions and the work outcome
- verbal and written reports
- review of portfolios of evidence
- 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

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communities and those with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce digital images.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Techniques may include:

- acquiring an image through scanning, digital photography or from the Internet
- manipulating the image by means of a range of imaging applications utilising features extensively
- matching resolution and format of output to reproduction requirements
- outputting images as prints, CD-ROM or other storage medium and to the Web.

Materials may include:

- a range of printing surfaces including papers, acetate, fabrics.

Equipment may include:

- computer
- digital camera
- discs and memory cards
- imaging applications
- output devices
- scanner.

Extending capabilities

- experimentation encourages the exploration of the full potential of the art form and involves

RANGE STATEMENT

through: innovation.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers, the internet
- visiting exhibitions, museums.

Intellectual property, copyright and moral rights requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the digital images, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Resources or services may include:

- commercial outlets
- imaging bureaux
- Internet
- share ware
- software resources

RANGE STATEMENT

Cost and other constraints may relate to:

- availability of materials and equipment
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- ergonomic considerations
- lighting
- power supply.

Issues of presentation may include:

- availability of space and equipment
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- seeking external assistance, e.g. technical, collaborative
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP14B Apply techniques to produce drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and tools for the production of drawings. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor.

It is a specialisation unit and refers to a specific art form. This work would usually be carried out under supervision. It therefore differs from the units which relate to core drawing techniques for concept representation.

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

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources to produce drawings.	1.1 Correctly identify and select <i>tools</i> and <i>materials</i> required for the production of drawings. 1.2 Prepare, clean and maintain tools and materials in accordance with relevant <i>workplace procedures</i> and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools and materials in accordance with relevant workplace procedures and safety

ELEMENT**PERFORMANCE CRITERIA**

requirements.

2 Use and test drawing techniques.	2.1 Safely use techniques for the production of drawings. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the drawings.	3.1 Determine concept for the proposed drawings based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed drawings. 3.3 Select appropriate tools and materials for the specific drawings. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final drawings.

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 product safety labels
- numeracy skills sufficient to calculate quantities.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials and tools used in drawings
- general knowledge of different styles of drawing and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for drawing

REQUIRED SKILLS AND KNOWLEDGE

- typical work space and tool requirements for the production of different types drawings
- cleaning and maintenance techniques for tools used in drawing
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in drawing
- organisational and legislative occupational health and safety procedures in relation to drawing.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of drawings which demonstrate a command of nominated techniques and which reflect the concept
- general knowledge of tools and materials used in drawing.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one drawing.

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 drawings in progress

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- questioning and discussion of candidate's intentions and work
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce drawings.

Range Statement

RANGE STATEMENT

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

Tools may include:

- brushes
- digital equipment, software and printer, discs, CDs
- rags
- scrapers
- spatulas
- sponges
- sticks.

Materials for drawing may include:

- charcoal
- ink and wash

RANGE STATEMENT

- papers
- pastels, chalks and crayons
- pencils from B-6B
- watercolour.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Organisation and maintenance of the work space may relate to:

- lighting
- ventilation
- wet and dry areas
- work tables, easels.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- digital drawing techniques
- linear marks of differing intensity and character, e.g. thick, sharp, thin, curvilinear, soft (side of pencil or crayon)
- linear marks to produce illusion of 3D form
- simple linear perspective through the use of a vanishing point
- tonal range to produce illusion of 3D form
- using mixed drawing media and a range of techniques to produce drawings.

Testing techniques may include:

- experimenting directly with work in progress
- exploring techniques by making practice pieces
- making samples applying nominated techniques.

The **concept for the proposed drawings** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP15B Produce drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce drawings through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature.

It is a specialisation unit and refers to a specific art form statement. This work would usually be carried out under limited supervision. It therefore differs from the units which relate to core drawing techniques for concept representation.

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

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources to produce drawings.	1.1 Correctly identify and select <i>tools</i>, and <i>materials</i> required for the production of drawings. 1.2 Prepare, clean and maintain tools and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools and materials in accordance with relevant workplace and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Explore drawing techniques to plan work.	2.1 <i>Assess the capabilities of techniques</i>, tools and materials for different types of drawings. 2.2 Use and/or combine different <i>techniques</i>, tools and materials to determine and extend capabilities. 2.3 Determine the <i>conceptual vision</i> for the proposed drawings based on exploration of different techniques or from supplied information. 2.4 Establish <i>criteria for the selection of techniques</i> to meet the conceptual vision. 2.5 Select techniques based on the conceptual vision. 2.6 Plan work, identifying work processes and resource requirements.
3 Realise drawings.	3.1 Organise the resources required for the production of the proposed drawings based on the plan of work. 3.2 Safely use and adapt techniques, tools and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge:

- the physical properties and capabilities of the range of materials and tools used in drawing
- work space requirements for drawing, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in drawing
- general knowledge of the formal elements and principles of design and their specific application to the production of drawings
- cleaning and maintenance techniques for tools used in drawing
- general knowledge of the historical and theoretical contexts for drawing
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in drawing
- organisational and legislative occupational health and safety procedures in relation to drawing.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of drawings which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in drawing.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the

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candidate

- practical demonstration of skills using required tools, equipment and materials to produce multiple drawings or a single major work.

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 drawings in progress
- questioning and discussion of the candidate's intentions and work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce drawings.

Range Statement

RANGE STATEMENT

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

Tools may include:

- blades
- brushes

RANGE STATEMENT

- computer, scanner, printer and relevant software
- discs, CDs
- rags
- scrapers
- spatulas
- sponges
- sticks.

Materials may include:

- charcoal
- graphite
- ink and wash
- pastels and chalks
- pencils from H-HB, B-9B
- range of papers of differing weights and textures
- watercolour
- wood, board, fabrics of differing weights and textures, glass, perspex or metal surfaces.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- lighting
- wet and dry areas
- working tables, easels.

Assessing the capabilities of the techniques, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

RANGE STATEMENT

Within this unit the candidate would generally extend, build upon and combine a range of **techniques** which may include:

- combination of erasing and layering of marks in a range of media
- digital drawing techniques
- layering of marks in a range of media
- overlapping or superimposing translucent marks over other translucent imagery
- using mixed drawing media and a range of techniques to produce drawings, e.g. 'wet' techniques over 'dry' techniques.

Techniques may also include extending and building upon the following techniques:

- linear marks of differing intensity and character, e.g. thick, sharp, thin, curvilinear, soft (side of pencil or crayon)
- linear marks to produce illusion of 3D form
- simple linear perspective through the use of a vanishing point
- tonal range to produce illusion of 3D form.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the drawings, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed drawings
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP16B Research and experiment with techniques to produce drawings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of drawings. It outlines the way drawings are produced through the use of experimentation and ongoing refinement.

It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if required. It therefore differs from the units which relate to core drawing techniques for concept representation.

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

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history

and theory to inform artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Inform work through experimentation with drawing techniques and media.	1.1 Evaluate the potential for new approaches to drawing based on capabilities of <i>techniques</i> already used. 1.2 Select, adapt or introduce new <i>materials</i> and <i>tools</i> or technology for the achievement of different effects. 1.3 <i>Extend the capabilities</i> of drawing techniques through experimentation to inform practice. 1.4 Take account of <i>particular safety or environmental issues</i> associated with the use of

ELEMENT**PERFORMANCE CRITERIA**

different techniques and media.

1.5 **Research**, adapt and use relevant ideas and approaches from other practitioners with consideration of **intellectual property, moral rights and copyright requirements**.

2 Develop and refine a conceptual vision for drawings.

2.1 Develop a **conceptual vision** for drawings based on a knowledge and understanding of different drawing techniques.

2.2 Consider the criteria for selecting techniques, materials and tools based on results of experimentation.

2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.

2.4 Select approach to work which meets established criteria.

2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of drawing techniques.

3 Determine and organise resource requirements for new work.

3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.

3.2 Research and access potential **sources of supply** for drawing resources.

3.3 Evaluate **cost or other constraints** which may impact on the development of work.

3.4 Set up or co-ordinate resource requirements in accordance with safety or other **workplace requirements**.

4 Realise drawings.

4.1 Realise the drawings using techniques and media selected from research and experimentation to meet the conceptual vision.

4.2 Evaluate and respond to the potential for changes in the use of techniques, materials and tools.

4.3 Refine the conceptual vision based on ongoing experiences with the production of work.

ELEMENT**PERFORMANCE CRITERIA**

- 4.4 Use safe working practices throughout the production of drawings.
- 4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in drawing
- literacy skills sufficient to interpret information and material about the work of other artists who practise drawing
- numeracy skills sufficient to evaluate resource costs and to calculate quantities.

Required knowledge:

- the role of experimentation in the developing and refining concepts for drawing
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in drawing
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for drawing
- the historical and theoretical contexts for drawing and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with drawing
- sources of raw, part-processed and processed materials and other resources for drawing
- work space requirements for drawing, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in drawing, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to drawing.

REQUIRED SKILLS AND 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.

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:

- production of drawings which demonstrate a highly developed command of the selected techniques and which are consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools for drawing and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple drawings or a single major work.

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 drawings in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidate's intentions and the work outcome
- verbal and written reports
- review of portfolios of evidence

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- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce drawings.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Techniques may include:

- combination of erasing and layering of marks in a range of media
- digital drawing techniques
- layering of marks in a range of media
- overlapping or superimposing translucent marks over other translucent imagery
- using mixed drawing media and a range of techniques to produce drawings, e.g. 'wet' techniques over 'dry' techniques.

Techniques for drawing may also include extending, building upon and combining the following techniques:

- linear marks of differing intensity and character, e.g. thick, sharp, thin, curvilinear, soft (side of pencil or crayon)
- linear marks to produce illusion of 3D form
- simple linear perspective through the use of a vanishing point

RANGE STATEMENT

- tonal range to produce illusion of 3D form.

Materials may include:

- charcoal
- fabrics of differing weights and textures
- glass, perspex or metal surfaces
- graphite
- ink and wash
- pastels and chalks
- pencils from H-HB, B-9B
- range of papers of differing weights and textures
- watercolour
- wood, board.

Tools may include:

- air brush
- blades
- brushes
- computer equipment, including graphic software, scanners and printers, discs, CDs
- rags
- scrapers
- spatulas
- sponges
- sticks.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and

RANGE STATEMENT

	- tests - seeking out information in books, journals, newspapers - visiting exhibitions, museums.
<i>Intellectual property, moral rights and copyright requirements</i> may relate to:	- extent to which the work may be used - procedures for seeking permission to use the work of others, including systems for the administration of copyright - protocols for the adaptation of work by others.
The <i>conceptual vision</i> may be determined by:	- elements and principles of design - the relationship of the work to a theoretical and historical context - the subject matter or theme for the drawings, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.
<i>Refining the conceptual vision</i> may include:	- adjustment to consideration of elements and principles of design - adjustment to subject matter or theme - adjustment to utilise the extended capabilities of the technique - no change.
<i>Sources of supply</i> may include:	- commercial outlets - found objects or materials - manufacturing or factory waste - nature.
<i>Cost and other constraints</i> may relate to:	- availability of materials and tools - budgeting - sponsorship - timeframe.
<i>Workplace requirements</i> may	- bench space, easels - lighting

RANGE STATEMENT

include:

- ventilation.

Issues of presentation may include:

- cost
- practical consideration
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. with framing
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP17B Apply techniques to produce glass work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of ass work. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for glass work.**

- 1.1 Correctly identify and select ***tools, equipment and materials*** required for the production of ***glass work***.
- 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant ***workplace procedures*** and safety requirements.
- 1.3 ***Organise and maintain*** work space so that it remains clean and safe.
- 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test glass working techniques.	2.1 Safely use <i>techniques</i> for the production of glass work. 2.2 Use and <i>test</i> nominated techniques to determine the capability of the technique and its application.
3 Produce the glass work.	3.1 <i>Draw concept for the proposed glass work</i> based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed. 3.3 Select appropriate tools, equipment and materials for the specific glass work. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final glass work.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and firing times.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for glass work
- general knowledge of different styles of glass work and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for glass work

REQUIRED SKILLS AND KNOWLEDGE

- typical work space and equipment requirements for the production of different types of glass work
- cleaning and maintenance techniques for tools and equipment used in glass work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in glass work
- organisational and legislative occupational health and safety procedures in relation to ceramic 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.

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:

- production of glass work which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in glass work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one glass object.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

EVIDENCE GUIDE

- direct observation of glass work in progress
- questioning and discussion of candidate's intentions and work
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce glass 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.

Tools may include:

- glass cutters
- modelling and carving tools for clay and/or plaster
- piping tools, e.g. slip trailer, icing bag, syringe
- rulers.

Equipment may include:

- compressor
- electric kilns
- engravers
- glass cutting table

RANGE STATEMENT

- grinding and polishing equipment
- kiln furniture
- PPE, including safety glasses, gloves dust masks, respirators
- programmable kiln controllers
- sandblaster
- slumping moulds.

Materials may include:

- clay
- float glass
- glass colours, including paints, stains and enamels
- materials for embedding
- plaster
- refractory fillers, e.g. sand, silica
- refractory release agents, e.g. graphite, kaolin, alumina, bead release
- tested compatible glass rods (for lampwork)
- tested compatible sheet glass
- texturing materials (whiting, batwash, fabric, plant material, metals natural objects, formed and fired clay).

Glass work may include:

- bowls and other containers
- jewellery items
- mural pieces
- plaques
- platters
- sculptural work
- tiles.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Organisation and

- dust extraction facilities

RANGE STATEMENT

maintenance of the work space may relate to:

- lighting
- process-specific requirements
- ventilation
- wet and dry areas.

Within this unit the range of ***techniques*** used would generally be quite limited in nature and may include:

- copperfoil
- cutting sheet glass (straight lines, curved lines, circles)
- fusing and slumping sheet glass
- lampworked glass
- leadlighting
- painting
- sandblasting
- slumping fused glass.

Testing techniques may include:

- experimenting directly with work in progress
- exploring techniques by making practice pieces
- making samples applying nominated techniques.

Drawing may include:

- drawings on paper
- drawings or markings directly on to the glass work
- electronic imaging.

The ***concept for the proposed glass work*** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP18B Apply techniques to produce video art

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of video art. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work; or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea; or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for video art.	1.1 Correctly identify and select <i>equipment</i> and <i>materials</i> required for the production of <i>video art</i>. 1.2 Prepare, clean and maintain, equipment and materials in accordance with relevant <i>workplace procedures</i> and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test video techniques.	2.1 Safely use <i>techniques</i> for the production of video art. 2.2 Use and <i>test</i> nominated techniques to determine the capability of the technique and its application.
3 Produce the video art.	3.1 Determine <i>concept for the proposed video art</i> based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed video art. 3.3 Select appropriate equipment and materials for the specific video art. 3.4 Use techniques, equipment and materials safely to produce the final video art.

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 equipment safety labels and operation instructions
- numeracy skills sufficient to calculate resource requirements.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used equipment and materials for video art
- general knowledge of different approaches to video art and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for video art
- typical work space and equipment requirements for the production of different types of video art

REQUIRED SKILLS AND KNOWLEDGE

- cleaning and maintenance techniques for equipment used in video
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with materials and equipment used in video art
- organisational and legislative occupational health and safety procedures in relation to video art.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of video art which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of materials and equipment used in video art.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one piece of video art.

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 work in progress
- questioning and discussion of candidate's intentions and work

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- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce video art.

Range Statement

RANGE STATEMENT

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

- computer
- editing software
- lighting equipment and associated electrical cabling
- microphone
- tripod
- video cassettes
- video recorders.

Materials relate to a range of materials and objects used for:

- costumes
- props
- sets.

RANGE STATEMENT

Video art might be about:

- abstraction
- land and place
- political or social issues
- spiritual concerns
- the body.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Organisation and maintenance of the work space may relate to:

- cabling
- lighting
- power supply
- process-specific requirement.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- camera angles, e.g. low, titled, aerial view
- camera movement, e.g. pan/dolly, tracking, zoom
- camera scales, e.g. close up, medium shot, long shot
- different lighting, weather conditions
- simple editing techniques
- sound, e.g. direct, ambient, special effects
- the conventions of framing, composition, tone, balance and lighting.

Testing techniques may include:

- exploring techniques
- producing test clips.

The **concept for the proposed video art** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

RANGE STATEMENT

Unit Sector(s)

Not Applicable

CUVVSP19B Produce video art

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce video art through the exploration and application of a range of techniques, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for video art production.**

- 1.1 Correctly identify and select ***equipment*** and ***materials*** required for the production of video art.
- 1.2 Prepare, clean and maintain equipment and materials in accordance with relevant ***workplace procedures*** and ***safety requirements***.
- 1.3 ***Organise and maintain*** work space so that it remains clean and safe.
- 1.4 Store equipment and materials in accordance with relevant workplace and safety requirements.

- 2 **Explore video techniques to plan**

- 2.1 ***Assess the capabilities of techniques,*** equipment and materials for different types of

ELEMENT**PERFORMANCE CRITERIA****work.**

video art.

2.2 Use and/or combine different techniques, equipment and materials to determine and ***extend capabilities***.

2.3 Determine the ***conceptual vision*** for the proposed video art based on exploration of different techniques or from supplied information.

2.4 Establish ***criteria for the selection of techniques*** to meet the conceptual vision.

2.5 Select ***techniques*** based on the conceptual vision.

2.6 Plan work, identifying work processes and resource requirements.

3 Realise video art.

3.1 Organise the resources required for the production of the proposed video art based on the plan of work.

3.2 Safely use and adapt techniques, equipment and materials appropriately to realise the conceptual vision.

3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels and instructions on equipment use
- numeracy skills sufficient to calculate schedules, cost, equipment requirements.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge:

- physical properties and capabilities of the range of materials and equipment used in video art
- work space requirements for video art, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in video art
- general knowledge of the formal elements and principles of design and their specific application to the production of video art
- cleaning and maintenance techniques for equipment used in video art
- general knowledge of the historical and theoretical contexts for video art
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with equipment and materials used in video art
- organisational and legislative occupational health and safety procedures in relation to video art.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of video art which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and equipment and how they are used and extended in video art.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required

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tools, equipment and materials to produce multiple examples of video art or a single major work.

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 work in progress
- questioning and discussion of the candidate's intentions and work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce video art.

Range Statement

RANGE STATEMENT

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

- editing software
- editing suite
- electrical leads and/or appropriate batteries

RANGE STATEMENT

- lighting equipment and appropriate cabling
- sound equipment and microphones
- tripods
- video cassettes
- video recorders
- video storage media.

Materials may include:

- materials and objects for use as sets, props costumes
- materials used in animation, e.g. modelling clay, paints, templates.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- cabling
- lighting
- power supply
- process-specific requirement.

Assessing the capabilities of the techniques and materials may involve:

- experimenting directly with work in progress
- producing test clips
- testing recording and editing features.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using them.

RANGE STATEMENT

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the video art, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed video art
- ease of application of the techniques
- personal affinity with the techniques.

Within this unit the candidate would generally extend, build upon and combine a range of **techniques** which may include:

- animation
- auterism
- camera angles, e.g. low, titled, aerial view
- camera movement, e.g. pan/dolly, tracking, zoom
- camera scales, e.g. close up, medium shot, long shot
- constructing form with light
- different lighting and weather conditions
- dissolves
- editing in linear and non-linear forms, e.g. cross cutting, cutaway, jump cuts, dissolves
- fades
- jump cuts
- mise-en-scene
- montage
- sculpting in time and space
- sound, e.g. direct, ambient, special effects, voice overs, music score
- the conventions of framing, composition, tone, balance and lighting.

Planning for the video work should include:

- a written or illustrated script or a storyboard.

Unit Sector(s)

Not Applicable

CUVVSP20B Research and experiment with techniques to produce video art

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of video art. It outlines the way video art is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with video techniques and media.**

- 1.1 Evaluate the potential for new approaches to video art based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of video techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.
- 1.5 ***Research***, adapt and use relevant ideas and

ELEMENT

PERFORMANCE CRITERIA

approaches from other practitioners with consideration of *intellectual property, moral rights and copyright requirements*.

2 **Develop and refine a conceptual vision for video art.**

2.1 **Develop a conceptual vision** for video art based on a knowledge and understanding of different video techniques.

2.2 Consider the criteria for selecting techniques, materials and equipment based on results of experimentation.

2.3 Establish criteria which are most likely to facilitate the achievement of the **conceptual vision**.

2.4 Select approach to work which meets established criteria.

2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of video techniques.

3 **Determine and organise resource requirements for new work.**

3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.

3.2 Research and access potential **sources of supply** for video resources.

3.3 Evaluate **cost or other constraints** which may impact on the development of work.

3.4 Set up or co-ordinate resource requirements in accordance with safety or other **workplace requirements**.

4 **Realise video art.**

4.1 Realise the video art using techniques and media selected from research and experimentation to meet the conceptual vision.

4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, or equipment.

4.3 Refine the conceptual vision based on ongoing experiences with the production of work.

4.4 Use safe working practices throughout the production of video art.

ELEMENT**PERFORMANCE CRITERIA**

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in video art
- literacy skills sufficient to interpret information and material about the work of other video artists
- numeracy skills sufficient to evaluate resource costs and to calculate schedules and equipment requirements.

Required knowledge:

- the role of experimentation in developing and refining concepts for video art
- detailed knowledge of physical properties and capabilities of the range of materials and equipment used in video art
- the characteristics of different techniques under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for video art
- historical and theoretical contexts for video art and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with video art
- work space requirements for video art, including selection and set up of work space for particular types of work
- environmental issues associated with equipment and materials used in video art, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to video art.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of video art which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in-depth knowledge of techniques, equipment and materials and the ways they may be adapted and extended in the production of video art.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple examples of video art or a single major work.

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 work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidates intentions and the work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 a

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speakers of languages other than English, remote communities and those with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce video art.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of techniques as the basis for experimentation and innovation. ***Techniques*** may include:

- animation
- autism
- camera angles, e.g. low, titled, aerial view
- camera movement, e.g. pan/dolly, tracking, zoom
- camera scales, e.g. close up, medium shot, long shot
- constructing form with light
- dissolves
- editing in linear and non-linear forms, e.g. cross cutting, cutaway, jump cuts, dissolves
- fades
- jump cuts
- mise-en-scene
- montage
- sculpting in time and space
- sound, e.g. direct, ambient, special effects, voice overs, music score, synthesised
- techniques to accommodate different lighting and weather conditions
- the conventions of framing, composition, tone, balance and lighting.

RANGE STATEMENT

Materials may include:

- materials and objects for use as sets, props, costumes
- materials used in animation, e.g. modelling clay, paints, templates.

Equipment may include:

- computer
- editing software
- electrical leads and/or appropriate batteries
- lighting equipment and appropriate cabling
- sound equipment and microphones
- tripods
- video cassettes
- video recorders
- video storage media.

Equipment may also include:

- DVD player
- multi screen installation
- scaffolding for projection equipment.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers
- visiting exhibitions, screenings.

RANGE STATEMENT

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

Developing a conceptual vision should involve:

- developing a written or illustrated script or storyboard.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the video art, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and equipment
- budgeting
- sponsorship
- timeframe.

Workplace requirements may

- cabling
- lighting

RANGE STATEMENT

include:

- power supply
- process-specific requirements.

Issues of presentation may include:

- availability of space
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation set-up
- seeking external assistance, e.g. equipment hire, technical expertise
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP21B Produce glass work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce glass work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for glass work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>glass work</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore glass working	2.1 <i>Assess the capabilities of techniques</i>, tools, equipment and materials for different types of

ELEMENT	PERFORMANCE CRITERIA
techniques to plan work.	glass work. 2.2 Use and/or combine different techniques, tools, equipment and materials to determine and <i>extend capabilities</i>. 2.3 Determine the <i>conceptual vision</i> for the proposed glass work based on exploration of different techniques or from supplied information. 2.4 Establish <i>criteria for the selection of techniques</i> to meet the conceptual vision. 2.5 Select <i>techniques</i> based on the conceptual vision. 2.6 Plan work, identifying work processes and resource requirements.
3 Realise glass work.	3.1 Organise the resources required for the production of the proposed glass work based on the plan of work. 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels and directions for equipment use
- numeracy skills sufficient to calculate quantities, and firing times.

REQUIRED SKILLS AND KNOWLEDGE

Required knowledge:

- the physical properties and capabilities of the range of materials, tools and equipment used in glass work
- work space requirements for glass work including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in glass work
- general knowledge of the formal elements and principles of design and their specific application to the production of glass work
- cleaning and maintenance techniques for tools and equipment used in glass work
- general knowledge of the historical and theoretical contexts for glass work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in glass work
- organisational and legislative occupational health and safety procedures in relation to glass 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.

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:

- production of glass work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in glass work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required

EVIDENCE GUIDE

tools, equipment and materials to produce multiple pieces of glass work or a single major work.

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 glass work in progress
- questioning and discussion of the candidate's intentions and work outcomes
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce glass 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.

Tools may include:

- brushes
- cutting aids and guides, including templates, braced squares, grids

RANGE STATEMENT

- hand glass cutters, including regular glass cutter, circle cutter
- hand polishing pads
- modelling and carving tools for clay and/or plaster
- moulds for hotglass work
- piping tools (slip trailer, icing bag, syringe)
- pliers (running, grozing, plate)
- rulers
- slumping moulds.

Equipment may include:

- compressor
- drill
- electric kilns, kiln furniture
- engravers
- glass cutting machinery (cut-off saw, band saw)
- glass cutting table
- grinding and polishing equipment (linisher, flatbed grinder, bevel grinder)
- light table
- PPE, including safety glasses, gloves and wrist gauntlets, dust masks, respirators
- programmable kiln controllers
- sandblaster
- slumping moulds.

Materials may include:

- clay
- clear and coloured glass suitable for casting (tested compatible frit/cullet, casting glass)
- clear and coloured glass suitable for lampworking (tested compatible rods, stringers, sheet glass)
- clear and coloured sheet glass, including float glass, tested compatible glass
- glass colours including paints, stains, enamels and lustres
- materials for embedding
- plaster
- refractory board suitable for making moulds
- refractory fillers (sand, silica)
- refractory release agents, e.g. graphite, kaolin, alumina, bead release

RANGE STATEMENT

- sculpture wax
- texturing materials (whiting, batwash, fabric, natural materials, formed and fired clay).

Glass work may include:

- functional forms (platters, bowls, vessels, lighting components)
- jewellery and body wear
- mural pieces
- plaques
- sculptural pieces
- tiles.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- light
- process specific requirements
- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials may involve:

- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

RANGE STATEMENT

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the glass work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed glass work
- ease of application of the techniques
- personal affinity with the techniques.

Within this unit the candidate would generally extend, build upon and combine a range of ***techniques*** which may include:

- assemblage
- blowing
- casting
- colouring
- etching
- fusing
- hot forming
- lampworking
- leadlight/copperfoil
- pâte de verre
- sand blasting
- slumping.

Unit Sector(s)

Not Applicable

CUVVSP22B Research and experiment with techniques to produce glass work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of glass work. It outlines the way glass work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with glass working techniques and media.**

- 1.1 Evaluate the potential for new approaches to ***glass work*** based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of glass working techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.

ELEMENT

PERFORMANCE CRITERIA

- 1.5 **Research**, adapt and use relevant ideas and approaches from other practitioners with consideration of **intellectual property, moral rights and copyright requirements**.
- 2 **Develop and refine a conceptual vision for glass work.**
- 2.1 Develop a **conceptual vision** for glass work based on a knowledge and understanding of different glass working techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of glass working techniques.
- 3 **Determine and organise resource requirements for new work.**
- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential **sources of supply** for glass work resources.
- 3.3 Evaluate **cost or other constraints** which may impact on the development of work.
- 3.4 Set up or co-ordinate resource requirements in accordance with safety or other **workplace requirements**.
- 4 **Realise glass work.**
- 4.1 Realise the glass work using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the

ELEMENT**PERFORMANCE CRITERIA**

production of glass work.

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in glass work
- literacy skills sufficient to interpret information and material about the work of other glass artists
- numeracy skills sufficient to evaluate resource costs and to calculate firing times.

Required knowledge:

- the role of experimentation in the developing and refining of concepts for glass work
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in glass work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for glass work
- the historical and theoretical contexts for glass work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with glass work
- sources of raw, part-processed and processed materials and other resources for glass work
- work space requirements for glass work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in glass work, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to glass work.

REQUIRED SKILLS AND 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.

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:

- production of glass work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple pieces of glass work or a single major work.

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 glass work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidates intentions and the work outcomes
- verbal and written reports

EVIDENCE GUIDE

- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce glasswork.

Range Statement

RANGE STATEMENT

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

Glass work may include:

- architectural glass work
- functional items (bowls, platters, vases)
- installation work
- sculptural forms
- vessels
- wearable pieces (head and neck pieces, brooches).

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Techniques may include:

- assemblage
- blowing
- casting
- colouring
- engraving
- etching
- fusing

RANGE STATEMENT

- hot forming
- lampworking
- leadlight/copperfoil
- pâte de verre
- sand blasting
- slumping.

Materials may include:

- clay
- clear furnace glass for hotworking as well as compatible coloured glass for hotworked overlays and inclusions
- materials suitable for inclusions (selected metals and minerals, plant materials)
- other colouring agents such as lustres, metallic salts
- plaster
- polishing powders (pumice, cerium oxide)
- range of colours suitable for both low and high temperatures as well as for layered glass, cast glass and stained, painted and printed surfaces
- refractory board suitable for making moulds
- refractory fillers (sand, silica)
- refractory release agents (graphite, kaolin, alumina, bead release)
- sculpture wax
- selection of clear and coloured compatible casting glass
- selection of clear and coloured compatible glass for lampworking
- selection of clear and coloured compatible sheet glass for kiln formed work
- selection of clear and coloured sheet glass for leadlighting/copperfoil work
- variety of texturing materials.

Tools may include:

- brushes
- cutting aids and guides (templates, braced squares, grids)
- hand glass cutters (regular glass cutter, circle cutter)

RANGE STATEMENT

- hand polishing pads
- modelling and carving tools for clay and/or plaster
- moulds for hotglass work
- piping tools (slip trailer, icing bag, syringe)
- pliers (running, grozing, plate)
- rulers
- slumping moulds.

Equipment may include:

- compressor
- drill
- electric kilns, kiln furniture
- engravers
- glass cutting machinery (cut-off saw, band saw)
- glass cutting table
- grinding and polishing equipment (linisher, flatbed grinder, bevel grinder)
- light table
- PPE, including safety glasses, gloves and wrist gauntlets, dust masks, respirator
- programmable kiln controllers
- sandblaster
- slumping moulds.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests

RANGE STATEMENT

- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Intellectual property and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the glass work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- dust extraction
- lighting
- process specific requirements

RANGE STATEMENT

- ventilation
- wet and dry areas.

Issues of presentation may include:

- availability of space
- client preference
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance (for example with plinth construction)
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP24B Research and experiment with techniques to produce installation

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of installation work. It outlines the way installation work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. Installation work generally uses or combines one or more media art forms and skills in those art forms would be required. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history

and theory to inform artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with installation techniques and media.**

- 1.1 Evaluate the potential for new approaches to installation work based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new materials, tools, equipment or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of installation techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or***

ELEMENT

PERFORMANCE CRITERIA

environmental issues associated with the use of different techniques and media.

1.5 **Research**, adapt and use relevant ideas and approaches from other practitioners with consideration of *intellectual property, moral rights and copyright requirements*.

2 **Develop and refine a conceptual vision for installation work.**

2.1 Develop a *conceptual vision* for installation work based on a knowledge and understanding of different installation techniques.

2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.

2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.

2.4 Select approach to work which meets established criteria.

2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of installation techniques.

3 **Determine and organise resource requirements for new work.**

3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.

3.2 Research and access potential *sources of supply* for resources for installation work.

3.3 Evaluate *cost or other constraints* which may impact on the development of work.

3.4 Set up or co-ordinate resource requirements in accordance with safety or other *workplace requirements*.

4 **Realise installation work.**

4.1 Realise the installation work using techniques and media selected from research and experimentation to meet the conceptual vision.

4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.

4.3 Refine the conceptual vision based on ongoing

ELEMENT**PERFORMANCE CRITERIA**

- experiences with the production of work.
- 4.4 Use safe working practices throughout the production of installation work.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in installation work
- literacy skills sufficient to interpret information and material about the work of other installation artists
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in the developing and refining concepts for installation work
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in installation work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for installation work
- the historical and theoretical contexts for installation work and how this may be used to inform own artistic practice
- copyright and intellectual property issues and legislation associated with installation work
- sources of raw, part-processed and processed materials and other resources for installation work
- work space requirements for installation work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in installation work, including the potential issues associated with new approaches

REQUIRED SKILLS AND KNOWLEDGE

- organisational and legislative occupational health and safety procedures in relation to installation 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.

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:

- production of installation work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple examples of installation work or a single major work.

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 installation work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidate's

EVIDENCE GUIDE

intentions and the work outcome

- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to learn new installation techniques and to extend them through exploration and experimentation.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Techniques for the production of installation work may include the selection of a range of techniques from any medium or art form, or a combination of art forms. These could

- ceramics
- digital, photographic, electronic processes
- drawing, painting, print techniques
- sculpture, glass techniques
- sound, including:
 - natural
 - electronic
 - vocal
 - instrumental
- textile/fibre techniques.

RANGE STATEMENT

include:

Materials may include:

- darkroom chemicals and emulsions, film
- found objects
- glues
- materials for casting
- materials for embedding
- nails, screws, bolts, hooks
- natural and synthetic fibres, range of fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth, recycled paper fibres, other processed plant fibres
- papers, fabrics, board, glass, perspex, plaster, sand, latex
- water and oil-based paints, extenders and binders, gesso, tempera, gouache, coloured pencils, pastels, inks, charcoal
- wood, clay, metals, rubber, plastics, glass, stone.

Tools and **equipment** may include:

- acid baths, rollers, light box
- computer, scanner, VHS and DVD, software, electrical cabling, multiple screens, monitors
- engravers, grinding and polishing equipment, pliers, tongs, hammers, range of cutters
- enlargers and other wet darkroom equipment, 35mm camera, digital camera
- looms, moulds and deckles, vacuum table, press
- musical instruments
- power tools (drills, saws compressors)
- protective clothing
- sound recording and synthesising equipment, associated cabling.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may

- Federal, State and Territory legislation, regulations and standards

RANGE STATEMENT

include:

- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the installation work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

RANGE STATEMENT

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- requirements to seek building or development approval
- sponsorship
- timeframe.

Workplace requirements may include:

- electricity
- lighting
- process specific space needs
- ventilation
- wet/dry areas.

Unit Sector(s)

Not Applicable

CUVVSP26B Apply techniques to produce jewellery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of jewellery. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for jewellery work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>jewellery</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test jewellery making techniques.	2.1 Safely use techniques for the production of jewellery. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the jewellery.	3.1 Draw concept for the proposed jewellery based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed jewellery. 3.3 Select appropriate tools, equipment and materials for the specific jewellery. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final jewellery pieces.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and costs.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for jewellery work
- general knowledge of different styles of jewellery and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for jewellery

REQUIRED SKILLS AND KNOWLEDGE

- typical work space and equipment requirements for the production of different types of jewellery
- cleaning and maintenance techniques for tools and equipment used in jewellery work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in jewellery work
- organisational and legislative occupational health and safety procedures in relation to jewellery 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.

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:

- production of jewellery which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in jewellery work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one piece of jewellery.

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 jewellery work in progress

EVIDENCE GUIDE

- questioning and discussion of candidate's intentions and work
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce jewellery.

Range Statement

RANGE STATEMENT

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

Tools and ***equipment*** may include:

- brushes,
- burr
- centre punch
- clamps
- embossing tools, sets
- engravers
- files
- guillotine
- hammers
- hand drill and drill bits
- hot glue gun

RANGE STATEMENT

- jewellery bench
- knives
- mallets (wood, plastic, rubber)
- measuring tools
- modelling tools, sets
- needles
- piercing saw and range of blades
- pliers
- protective clothing
- sander
- scissors
- scriber
- snips (curved, small, large)
- tongs
- tweezers
- vice.

Materials may include:

- fabricated materials, e.g. twine, fibres, plastic, metal objects, fabrics, das, fimo, papier-mâché
- found objects
- gem stones
- metals, e.g. silver, copper, brass, pewter, gilding metal
- natural objects, e.g. shells, wood, clay, seeds, feathers, twigs, vines, bones, palm fronds

Jewellery may include:

- objects, e.g. containers, sculptural forms
- wearable pieces, e.g. earrings, neck and head pieces brooches, rings, anklets.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Organisation and

- dust extraction facilities

RANGE STATEMENT

maintenance of the work space may relate to:

- lighting
- process-specific requirements
- ventilation
- wet and dry areas.

Within this unit the range of ***techniques*** used would generally be quite limited in nature and may include:

- clasps, links and jump-rings
- colour work
- drilling and assembling
- finishing techniques
- simple casting techniques
- surface decoration
- weaving, threading, knotting, binding.

Testing techniques may include:

- experimenting directly with work in progress
- exploring techniques by making practice pieces
- making samples applying nominated techniques.

Drawing may include:

- drawings on paper
- drawings or markings directly on jewellery work in progress
- electronic imaging.

The ***concept for the proposed jewellery*** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP27B Produce jewellery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce jewellery through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for jewellery work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>jewellery</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore jewellery making	2.1 <i>Assess the capabilities of techniques,</i> tools, equipment and materials for different types of

ELEMENT**PERFORMANCE CRITERIA**

techniques to plan work.

jewellery.

2.2 Use and/or combine different techniques, tools, equipment and materials to determine and ***extend capabilities***.

2.3 Determine the ***conceptual vision*** for the proposed jewellery based on exploration of different techniques or from supplied information.

2.4 Establish ***criteria for the selection of techniques*** to meet the conceptual vision.

2.5 Select ***techniques*** based on the conceptual vision.

2.6 Plan work, identifying work processes and resource requirements.

3 Realise jewellery.

3.1 Organise the resources required for the production of the proposed jewellery based on the plan of work.

3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision.

3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities, and costs.

Required knowledge:

REQUIRED SKILLS AND KNOWLEDGE

- the physical properties and capabilities of the range of materials, tools and equipment used in jewellery work
- work space requirements for jewellery work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in jewellery work
- general knowledge of the formal elements and principles of design and their specific application to the production of jewellery
- cleaning and maintenance techniques for tools and equipment used in jewellery work
- general knowledge of the historical and theoretical contexts for jewellery
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in jewellery work
- organisational and legislative occupational health and safety procedures in relation to jewellery 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.

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:

- production of jewellery which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in jewellery work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate

EVIDENCE GUIDE

- practical demonstration of skills using required tools, equipment and materials to produce multiple pieces of jewellery or a single major work.

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 jewellery work in progress
- questioning and discussion of the candidate's intentions
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce jewellery.

Range Statement

RANGE STATEMENT

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

Tools and ***equipment*** may include:

- brushes
- centre punch

RANGE STATEMENT

- clamps
- dapping blocks and punches
- dividers
- drills
- embossing tools
- engravers (power and hand tools)
- files
- guillotine
- hammers, including silver smithing
- jewellery bench
- mallets (wood, plastic, rubber)
- mandrels
- measuring tools
- modelling tools
- piercing saw and blades
- pliers
- power tools
- protective clothing
- sanders
- scissors
- snips
- soldering and welding equipment
- tongs
- tweezers.

Materials may include:

- fabricated objects, plastic and metal objects, fabrics, das, firm, papier-mâché
- found objects
- gem stones
- metals, e.g. silver, copper, brass, pewter, gilding metals
- natural objects, shells, wood, clay seeds, feathers, twigs vines, bones, palm fronds
- synthetic materials, e.g. plastics, acrylic.

Jewellery may include:

- objects, e.g. containers, sculptural forms
- wearable pieces, e.g. earrings, neck and head pieces, brooches, rings, anklets.

RANGE STATEMENT

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- light
- process specific requirements
- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials may involve:

- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the jewellery, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed jewellery
- ease of application of the techniques
- personal affinity with the techniques.

RANGE STATEMENT

Within this unit the candidate would generally extend, build upon and combine a range of ***techniques***, which may include:

- casting techniques
- clasps, links and jump-rings
- colour work
- drilling and assembling
- enamelling
- polishing and finishing techniques
- pressing and forming
- surface decoration
- weaving, threading, knotting, binding.

Unit Sector(s)

Not Applicable

CUVVSP28B Research and experiment with techniques to produce jewellery

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of jewellery. It outlines the way jewellery is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Inform work through experimentation with jewellery making techniques and media.	1.1 Evaluate the potential for new approaches to <i>jewellery</i> making based on capabilities of <i>techniques</i> already used. 1.2 Select, adapt or introduce new <i>materials, tools, equipment</i> or technology for the achievement of different effects. 1.3 <i>Extend the capabilities</i> of jewellery making techniques through experimentation to inform practice. 1.4 Take account of <i>particular safety or environmental issues</i> associated with the use of different techniques and media.

ELEMENT**PERFORMANCE CRITERIA**

- 1.5 **Research**, adapt and use relevant ideas and approaches from other practitioners with consideration of **intellectual property, moral rights and copyright requirements**.
- 2 **Develop and refine a conceptual vision for jewellery.**
- 2.1 Develop a **conceptual vision** for jewellery based on a knowledge and understanding of different jewellery making techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of jewellery making techniques.
- 3 **Determine and organise resource requirements for new work.**
- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential **sources of supply** for jewellery making resources.
- 3.3 Evaluate **cost or other constraints** which may impact on the development of work.
- 3.4 Set up or co-ordinate resource requirements in accordance with safety or other **workplace requirements**.
- 4 **Realise jewellery.**
- 4.1 Realise the jewellery using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the

ELEMENT**PERFORMANCE CRITERIA**

production of jewellery.

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in jewellery work
- literacy skills sufficient to interpret information and material about the work of other jewellery artists
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in the developing and refining concepts for jewellery
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in jewellery work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for jewellery
- the historical and theoretical contexts for jewellery and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with jewellery work
- sources of raw, part-processed and processed materials and other resources for jewellery work
- work space requirements for jewellery work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in jewellery work, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation

REQUIRED SKILLS AND KNOWLEDGE

to jewellery 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.

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:

- production of jewellery which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple pieces of jewellery or a single major work.

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 jewellery work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidates intentions and the work outcome

EVIDENCE GUIDE

- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to learn new jewellery making techniques and to extend them through exploration and experimentation.

Range Statement

RANGE STATEMENT

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

Jewellery may include:

- objects, e.g. containers, sculptural form
- wearable pieces, e.g. earrings, neck and head pieces, brooches, rings, anklets.

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Techniques may include:

- anodising
- casting
- Champlevé
- Cloisonné
- embossing
- enamelling
- engraving

RANGE STATEMENT

- etching
- fabrication
- forging
- fusion
- granulation
- grinding
- lathe work
- mould making
- patination
- Plique-a-Jour
- polishing and finishing
- pressing and forming
- reticulation
- soldering
- stone setting
- a combination of techniques.

Material may include:

- fabricated objects (plastic and metal objects, fabrics)
- found objects
- gem stones
- metals, e.g. iron, steel, silver, copper, brass, pewter, gilding metals
- natural objects, e.g. shells, wood, clay, seeds, feathers, twigs, vines, bones
- synthetic materials (plastics, acrylic).

Tools and **equipment** may include:

- bolt cutters
- brushes,
- centre punch
- clamps
- dapping blocks and punches
- dividers
- embossing tools, sets
- engravers (power and hand tools)
- files
- foundry and metal fabrication equipment
- guillotine
- hammers, including silver smithing

RANGE STATEMENT

- hand drill and drill bits
- hot glue gun
- jewellery bench
- kilns
- knives and blades
- lathe
- mallets (wood, plastic, rubber)
- mandrels
- measuring tools
- modelling tools, sets
- needles
- piercing was and blades
- pliers
- power tools
- rolling mill
- sander
- scissors
- scribe
- snips (curved, small, large)
- soldering and welding equipment
- tongs
- tweezers
- vernier callipers
- vices.

Extending capabilities
through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests

RANGE STATEMENT

- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the jewellery, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- drying space
- lighting
- ventilation

RANGE STATEMENT

- wet and dry areas.

Issues of presentation may include:

- availability of space
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. for example engaging a model
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP34B Apply techniques to produce paintings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of paintings. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work; or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea; or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for painting.	1.1 Correctly identify and select <i>tools, equipment</i> and <i>materials</i> required for the production of paintings. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant workplace procedures and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test painting techniques.	2.1 Safely use techniques for the production of paintings. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the paintings.	3.1 Draw concept for the proposed paintings based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed paintings. 3.3 Select appropriate tools, equipment and materials for the specific paintings. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final paintings.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and cost of materials.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for painting
- general knowledge of different styles of painting and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for painting
- typical work space and equipment requirements for the production of different

REQUIRED SKILLS AND KNOWLEDGE

types of painting

- cleaning and maintenance techniques for tools and equipment used in painting
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in painting
- organisational and legislative occupational health and safety procedures in relation to painting.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of paintings which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in painting.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one painting.

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 work in progress

EVIDENCE GUIDE

- questioning and discussion of candidate's intentions and work
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce paintings.

Range Statement

RANGE STATEMENT

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

Tools and ***equipment*** may include:

- brushes
- knives
- rags
- rollers
- scrapers (found or made)
- spatulas
- sponges
- sticks.

Materials may include:

- acrylic paints

RANGE STATEMENT

- bark
- canvas
- cardboard
- fabric
- glues
- impasto medium
- natural ochres
- paper
- perspex
- tempera
- watercolour
- wood.

Workplace procedures may relate to such things as:

- process-specific procedures
- recycling
- safety
- use of materials.

Organisation and maintenance of the work space may relate to:

- bench space
- easels
- lighting
- ventilation
- wet and dry areas.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- application of a particular colour range and linear work to produce expressive paintings
- linear marks of different intensity
- paint application to produce tactile surface
- tonal range to produce illusion of 3D
- use of a range of brushes to achieve different lines and strokes
- variation in paint application.

Testing techniques may include:

- exploring techniques by making practice pieces
- making samples applying nominated techniques
- testing techniques directly with work in progress.

RANGE STATEMENT

Drawing may include:

- drawings on paper
- drawings or markings directly onto work in progress
- electronic imaging.

The ***concept for the proposed painting*** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP35B Produce paintings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce paintings through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR09B Select and apply drawing techniques and media to represent the concept.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished

work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for painting.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of paintings. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures and safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore painting techniques to plan work.	2.1 Assess the <i>capabilities of techniques</i>, tools, equipment and materials for different types of painting. 2.2 Use and/or combine different <i>techniques</i>, tools,

ELEMENT**PERFORMANCE CRITERIA**

- equipment and materials to determine and *extend capabilities*.
- 2.3 Determine the *conceptual vision* for the proposed paintings based on exploration of different techniques or from supplied information.
- 2.4 Establish *criteria for the selection of techniques* to meet the conceptual vision.
- 2.5 Select techniques based on the conceptual vision.
- 2.6 Plan work, identifying work processes and resource requirements.
- 3 Realise paintings.**
- 3.1 Organise the resources required for the production of the proposed paintings based on the plan of work.
- 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision.
- 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities, and cost.

Required knowledge:

- the physical properties and capabilities of the range of materials, tools and equipment used in painting

REQUIRED SKILLS AND KNOWLEDGE

- work space requirements for painting, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in painting
- general knowledge of the formal elements and principles of design and their specific application to the production of paintings
- cleaning and maintenance techniques for tools and equipment used in painting
- general knowledge of the historical and theoretical contexts for painting
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in painting
- organisational and legislative occupational health and safety procedures in relation to painting.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of paintings which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in painting.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple paintings or a single major work.

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 paintings in progress
- questioning and discussion of the candidate's intentions and work
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment to produce paintings.

Range Statement

RANGE STATEMENT

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

Tools and ***equipment*** may include:

- brushes
- knives
- rags
- rollers
- scrapers (found or made)
- spatulas
- sponges

RANGE STATEMENT

- spray painting equipment
- sticks.

Materials may include:

- a range of glues
- acrylic paints
- bark
- binders, extenders
- boards
- canvas
- cardboard
- fabric
- gesso, impasto
- glass
- gouache, watercolour, tempera
- metal
- oil paints
- paper
- perspex
- shellac
- wood.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- bench space, easels
- light
- ventilation
- wet and dry areas.

RANGE STATEMENT

Assessing the **capabilities of the techniques**, tools and materials may involve:

- experimenting directly onto work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Within this unit the candidate would generally extend, build upon and combine a range of **techniques**, which may include:

- chiaroscuro
- layering using resist
- monoprinting
- sgraffito
- stencilling, masking.

Techniques may also include extending and building upon (e.g. by combining) the following techniques:

- application of a particular colour range and linear work to produce expressive paintings
- linear marks of different intensity, e.g. curvilinear, sharp, angular or soft
- paint application to produce tactile surface
- use of a range of brushes to achieve different lines and strokes
- use of colour and tone to create illusion of forms in space
- varied amounts of paint application - washes to thick.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the paintings, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed paintings
- ease of application of the techniques

RANGE STATEMENT

- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP36B Research and experiment with techniques to produce paintings

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of paintings. It outlines the way paintings are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with painting techniques and media.**

- 1.1 Evaluate the potential for new approaches to painting based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of painting techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.
- 1.5 ***Research***, adapt and use relevant ideas and

ELEMENT

PERFORMANCE CRITERIA

approaches from other practitioners with consideration of ***intellectual property, moral rights and copyright requirements***.

2 **Develop and refine a conceptual vision for paintings.**

- 2.1 Develop a ***conceptual vision*** for paintings based on a knowledge and understanding of different painting techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 ***Refine the conceptual vision*** based on ongoing experimentation and analysis of painting techniques.

3 **Determine and organise resource requirements for new work.**

- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential ***sources of supply*** for painting resources.
- 3.3 Evaluate ***cost or other constraints*** which may impact on the development of work.
- 3.4 Set up or co-ordinate resource requirements in accordance with safety or other ***workplace requirements***.

4 **Realise paintings.**

- 4.1 Realise the paintings using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the production of paintings.

ELEMENT**PERFORMANCE CRITERIA**

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in painting
- literacy skills sufficient to interpret information and material about the work of other painters
- numeracy skills sufficient to evaluate resource costs and to calculate quantities of material.

Required knowledge:

- the role of experimentation in developing and refining concepts for paintings
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in painting
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for paintings
- the historical and theoretical contexts for painting and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with painting
- sources of raw, part-processed and processed materials and other resources for painting
- work space requirements for painting including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in painting including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to painting.

REQUIRED SKILLS AND 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.

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:

- production of paintings which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of painting techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple paintings or a single major work.

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 painting in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidates intentions and the work outcome
- verbal and written reports

EVIDENCE GUIDE

- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce paintings.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of techniques as the basis for experimentation and innovation. ***Techniques*** may include:

- chiaroscuro
- digital imaging and photographic techniques
- fugato
- graffito
- layering using resist
- monoprinting
- stencilling, masking
- trompe l'oeil.

Materials may include:

- binders and extenders
- encaustic
- film
- gesso
- glues, modelling paste

RANGE STATEMENT

- impasto
- inks
- oil based paints
- tempera
- water based paints, e.g. acrylics, watercolour, gouache.

Tools and equipment may include:

- brushes
- cameras
- computer and software applications
- knives
- photocopiers
- printers
- rags
- rollers
- scrapers (found or made)
- spatulas
- sponges
- spray painting equipment
- sticks.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers, catalogues
- visiting exhibitions, museums.

RANGE STATEMENT

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the paintings, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- bench space, easels
- drying space
- lighting
- ventilation
- wet and dry areas.

RANGE STATEMENT

Issues of presentation may include:

- availability of space
- cost
- practical consideration
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. with hanging or installation
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP38B Research and experiment with techniques to produce performance art

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of performance work. It outlines the way performance art is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. Performance art generally uses or combines one or more media art forms and skills in those art forms would be required. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history

and theory to inform artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Inform work through experimentation with performance techniques and media.	1.1 Evaluate the potential for new approaches to performance work based on capabilities of <i>techniques</i> already used. 1.2 Select, adapt or introduce new <i>materials, tools, equipment</i> or technology for the achievement of different effects. 1.3 <i>Extend the capabilities</i> of performance techniques through experimentation to inform practice. 1.4 Take account of <i>particular safety or</i>

ELEMENT

PERFORMANCE CRITERIA

environmental issues associated with the use of different techniques and media.

1.5 **Research**, adapt and use relevant ideas and approaches from other practitioners with consideration of *intellectual property, moral rights and copyright requirements*.

2 **Develop and refine a conceptual vision for the performance work.**

2.1 Develop a *conceptual vision* for the performance work based on a knowledge and understanding of different performance techniques.

2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.

2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.

2.4 Select approach to work which meets established criteria.

2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of performance techniques.

3 **Determine and organise resource requirements for new work.**

3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.

3.2 Research and access potential *sources of supply* for resources used in performance work.

3.3 Evaluate *cost or other constraints* which may impact on the development of work.

3.4 Set up or co-ordinate resource requirements in accordance with safety or other *workplace requirements*.

4 **Realise the performance work.**

4.1 Realise the performance work using techniques and media selected from research and experimentation to meet the conceptual vision.

4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.

ELEMENT

PERFORMANCE CRITERIA

4.3 Refine the conceptual vision based on ongoing experiences with the production of work.

4.4 Use safe working practices throughout the production of the performance work.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in performance work
- literacy skills sufficient to interpret information and material about the work of other performance artists
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in developing and refining concepts for performance work
- detailed knowledge of physical properties and capabilities of the range of materials, equipment, tools and skills used in performance work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for performance work
- the historical and theoretical contexts for performance work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with performance work
- sources of raw, part-processed and processed materials and other resources for performance work
- work space requirements for performance work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in performance

REQUIRED SKILLS AND KNOWLEDGE

- work, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to performance 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.

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:

- production of performance work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials needed to produce a complex performance piece.

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 performance work in preparation, including exploration of and experimentation with techniques
- questioning and discussion about candidates

EVIDENCE GUIDE

- intentions and the work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to realise performance 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.

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Techniques for the production of a performance work may include the selection of a range of techniques from any medium or art form, or a combination of art forms. These may include:

- digital, photography, electronic art
- dramatic art, dance, movement, pantomime
- drawing, painting, calligraphy; printing
- fibre/textile art
- sculpture, glass, ceramics
- sound (natural, electronic, vocal, instrumental).

RANGE STATEMENT

Materials may include:

- film, darkroom chemicals and emulsions
- glues
- make-up
- nails, screws, bolts
- natural and synthetic fibres, range of fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth, papers, other processed plant fibres
- water and oil based paints, extenders and binders, gesso, tempera, coloured pencils, pastels, inks, charcoal
- wood, clay, sand, metals, rubber, plastics, glass, perspex, latex.

Tools and equipment may include:

- computer, scanner, VHS and DVD, software programs, electrical cabling, multiple screens, monitors, editing suite
- engravers, grinding and polishing equipment, compressors, pliers, tongs, hammers, cutters
- enlargers and other wet darkroom equipment, 35mm camera, digital camera
- looms, moulds and deckles, vacuum table, press
- microphones, speakers, associated cabling
- protective clothing
- sound recording and synthesising equipment, associated cabling
- stage lighting, associated cabling
- vats, baths.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- audience safety
- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

RANGE STATEMENT

- Research** may involve:
- approaching individuals with relevant expertise
 - attending lectures and talks
 - conducting material and technical experiments and tests
 - seeking out information in books, journals, newspapers
 - visiting exhibitions, museums, theatres.

- Intellectual property, moral rights and copyright requirements** may relate to:
- extent to which the work may be used
 - procedures for seeking permission to use the work of others, including systems for the administration of copyright
 - protocols for the adaptation of work by others.

- The **conceptual vision** may be determined by:
- elements and principles of design
 - the relationship of the work to a theoretical and historical context
 - the subject matter or theme for the performance work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

- Refining the conceptual vision** may include:
- adjustment to consideration of elements and principles of design
 - adjustment to subject matter or theme
 - adjustment to utilise the extended capabilities of the technique
 - no change.

- Sources of supply** may include:
- commercial outlets
 - found objects or materials
 - manufacturing or factory waste
 - nature.

- Cost and other constraints** may relate to:
- availability of materials and tools
 - availability of space
 - budgeting

RANGE STATEMENT

- requirements to seek approval
- sponsorship
- timeframe.

Workplace requirements may include:

- lighting
- performance specific requirements
- ventilation
- wet and dry areas.

Unit Sector(s)

Not Applicable

CUVVSP44B Apply techniques to produce prints

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of prints. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work, or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea, or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for the production of prints.**

- 1.1 Correctly identify and select ***tools, equipment and materials*** required for the production of ***prints***.
- 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant ***workplace procedures*** and safety requirements.
- 1.3 ***Organise and maintain*** work space so that it remains clean and safe.
- 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test printmaking techniques.	2.1 Safely use techniques for the production of prints. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the prints.	3.1 Draw concept for the proposed prints based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed prints. 3.3 Select appropriate tools, equipment and materials for the specific prints. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final prints.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and costs.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for printmaking
- general knowledge of different styles of printmaking and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for prints

REQUIRED SKILLS AND KNOWLEDGE

- typical work space and equipment requirements for the production of different types of prints
- cleaning and maintenance techniques for tools and equipment used in printmaking
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in printmaking
- organisational and legislative occupational health and safety procedures in specific relation to printmaking.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of prints which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in printmaking.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one print.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

EVIDENCE GUIDE

- direct observation of work in progress
- questioning and discussion of candidate's intentions and work outcomes
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce prints.

Range Statement

RANGE STATEMENT

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

Tools may include:

- brushes
- burnishers
- carving tools
- engraving tools
- knives
- scissors
- scrapers.

Equipment may include:

- barens

RANGE STATEMENT

- blankets
- presses
- protective clothing
- rollers
- screens
- squeegees.

Materials may include:

- inks (oil, water based)
- pigments
- printing surfaces, e.g. papers, fabric
- water colours.

Prints may be:

- editions
- series
- unique states.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Organisation and maintenance of the work space may relate to:

- bench space organisation
- lighting
- process specific requirements
- ventilation
- wet and dry areas.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- monotype printing
- relief printing (lino, woodblock)
- silkscreen printing
- stamping, e.g. potato.

Testing techniques may

- experimenting directly with work in progress
- exploring techniques by making practice pieces

RANGE STATEMENT

include:

- making samples applying nominated techniques.

Drawing may include:

- drawing onto transfer paper
- drawings on paper
- drawings or markings directly onto printing block or screen
- electronic imaging.

The ***concept for the proposed prints*** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP45B Produce prints

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce prints through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for the production of prints.**

- 1.1 Correctly identify and select ***tools, equipment and materials*** required for the production of ***prints***.
- 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant ***workplace procedures*** and ***safety requirements***.
- 1.3 ***Organise and maintain*** work space so that it remains clean and safe.
- 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.

- 2 **Explore printmaking**

- 2.1 ***Assess the capabilities of techniques***, tools, equipment and materials for different types of

ELEMENT	PERFORMANCE CRITERIA
techniques to plan work.	prints. 2.2 Use and/or combine different techniques, tools, equipment and materials to determine and extend capabilities. 2.3 Determine the conceptual vision for the proposed prints based on exploration of different techniques or from supplied information. 2.4 Establish criteria for the selection of techniques to meet the conceptual vision. 2.5 Select techniques based on the conceptual vision. 2.6 Plan work, identifying work processes and resource requirements.
3 Realise prints.	3.1 Organise the resources required for the production of the proposed prints based on the plan of work. 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities, cost and process times.

Required knowledge:

REQUIRED SKILLS AND KNOWLEDGE

- the physical properties and capabilities of the range of materials, tools and equipment used in printmaking
- work space requirements for printmaking, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in printmaking
- general knowledge of the formal elements and principles of design and their specific application to the production of prints
- cleaning and maintenance techniques for tools and equipment used in printmaking
- general knowledge of the historical and theoretical contexts for prints
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in prints
- organisational and legislative occupational health and safety procedures in relation to printmaking.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of prints which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in printing.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple

EVIDENCE GUIDE

prints or a single major work.

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 work in progress
- questioning and discussion of the candidate's intentions and work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to learn and extend printmaking techniques and practise them safely.

Range Statement

RANGE STATEMENT

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

Tools and ***equipment*** may include:

- equipment for paper preparation and handling, e.g. soaking tray, preparation tables, scissors, knives, cutting blades, rulers drying racks and boards

RANGE STATEMENT

- lithography stones and plates
- plate grainer
- printing tools and equipment, e.g. presses, blankets, cardboards, burnishers, barens, screens, squeegees, vacuum tables
- protective clothing
- tools and equipment for applying colour and tone, e.g. rollers, brushes sponges, scrapers
- tools and equipment for plate preparation, e.g. cutting tools, metal scribes, burnishers, scrapers, roulettes, found tools, brushes, sponges, acid trays, aquatint equipment, dryers.

Materials may include:

- materials for block preparation, e.g. sand paper, steel wool, polishing liquids, plate grounds, etching acids, gum, carborundum, rosin, sugar lift, carbon paper, tusche, crayons
- materials for block/plate making, e.g. lino, wood, copper, zinc, aluminium, perspex, plaster, cardboard
- materials for printing, e.g. water and oil based inks, oil paints, water colour, pigments, chine colle papers, protective papers, tarlatan, rages
- substrate materials, e.g. papers (handmade, commercial, found), e.g. cardboard, fabric, perspex.

Prints may be:

- artists books
- editions
- installation work
- series
- unique states.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

RANGE STATEMENT

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- bench space
- light
- presses
- process-specific requirements
- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Within this unit the candidate would generally extend, build upon and combine a range of printmaking ***techniques***, which may include:

- collograph
- dry point
- intaglio
- lithography
- mezzotint
- monotype
- photocopy transfer
- relief (lino block, wood block, perspex)
- screen
- wood.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the prints, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

RANGE STATEMENT

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed prints
- ease of application of the techniques
- personal affinity with the techniques.

Unit Sector(s)

Not Applicable

CUVVSP46B Research and experiment with techniques to produce prints

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of prints. It outlines the way prints are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with printmaking techniques and media.**

- 1.1 Evaluate the potential for new approaches to printmaking based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of printing techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.
- 1.5 ***Research***, adapt and use relevant ideas and

ELEMENT

PERFORMANCE CRITERIA

approaches from other practitioners with consideration of *intellectual property, moral rights and copyright requirements*.

2 **Develop and refine a conceptual vision for prints.**

- 2.1 Develop a *conceptual vision* for *prints* based on a knowledge and understanding of different printing techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 *Refine the conceptual vision* based on ongoing experimentation and analysis of printmaking techniques.

3 **Determine and organise resource requirements for new work.**

- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential *sources of supply* for printmaking resources.
- 3.3 Evaluate *cost or other constraints* which may impact on the development of work.
- 3.4 Set up or co-ordinate resource requirements in accordance with safety or other *workplace requirements*.

4 **Realise prints.**

- 4.1 Realise the prints using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the production of prints.

ELEMENT**PERFORMANCE CRITERIA**

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in printmaking
- literacy skills sufficient to interpret information and material about the work of other printmakers
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements and processing times.

Required knowledge:

- the role of experimentation in developing and refining concepts for prints
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in printmaking
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for prints
- the historical and theoretical contexts for printmaking and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with printmaking
- sources of raw, part-processed and processed materials and other resources for printmaking
- work space requirements for printmaking, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in printmaking including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to printmaking.

REQUIRED SKILLS AND 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.

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:

- production of prints which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended in printmaking.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple prints or a single major work.

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 work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidate's intentions and the work outcome
- verbal and written reports
- review of portfolios of evidence
- third party workplace reports of performance by

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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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to learn new printmaking techniques and to extend them through exploration and experimentation.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of ***techniques*** as the basis for experimentation and innovation. Printmaking techniques may include:

- collograph
- digital imaging
- dry point
- intaglio
- lithography
- mezzotint
- monotype
- photocopy
- photographic techniques
- relief
- screen
- wood engraving.

Materials may include:

- materials for block preparation, e.g. sand paper,

RANGE STATEMENT

	steel wool, polishing liquids, plate grounds, etching acids, gum, carborundum, rosin, sugar lift, carbon paper, tusche, crayons, developing fluids - materials for block/plate making, e.g. lino, wood copper, zinc, aluminium, perspex, plaster, cardboard, stone, photographic films and emulsions - materials for printing, e.g. water and oil based inks, oil paints, water colour, pigments chine colle papers, protective papers, tarlatan, rags - substrate materials, e.g. a variety of papers, cardboard, fabric, perspex.
Tools and equipment may include:	- computer, software, printer, scanner - equipment for paper preparation and handling (soaking tray, preparation tables, scissors, knives, cutting blades, rulers, drying racks and boards) - lithography stones and plates - photocopier - plate grainer - printing tools and equipment (presses, blankets, cardboard, burnishers, barens, screens, squeegees, vacuum tables) - protective clothing - tools and equipment for applying colour and tone (rollers, brushes, sponges, scrapers) - tools and equipment for plate preparation, e.g. cutting tools, metal scribes, burnisher, scrapers, roulettes, found tools, brushes, sponges, acid trays, equipment for photographic processes, aquatint equipment, dryers.
Extending capabilities through:	experimentation encourages the exploration of the full potential of the art form and involves innovation.
Particular safety or environmental issues may include:	- Federal, State and Territory legislation, regulations and standards - personal protection - recycling

RANGE STATEMENT

- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers
- visiting exhibitions, museums, print workshops.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the prints, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Prints may be:

- 3-dimensional (3D) work
- artists books
- editions
- installation work
- series
- unique states.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

RANGE STATEMENT

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- drying space
- lighting
- ventilation
- wet and dry areas.

Issues of presentation may include:

- availability of space
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. for example with framing, bookbinding
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP48B Research and experiment with techniques to produce public art

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of public art work. It outlines the way public art work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. Installation work generally uses or combines one or more media art forms and skills in those art forms would be required. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history

and theory to inform artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with techniques and media used to produce public art work.**

- 1.1 Evaluate the potential for new approaches to ***public art work*** based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of public art work techniques through experimentation to inform practice.

ELEMENT

PERFORMANCE CRITERIA

- 1.4 Take account of particular safety or environmental issues associated with the use of different techniques and media.
 - 1.5 Research, adapt and use relevant ideas and approaches from other practitioners with consideration of ***intellectual property, moral rights and copyright requirements***.
- 2 **Develop and refine a conceptual vision for public art work.**
 - 2.1 Develop a ***conceptual vision*** for public art work based on a knowledge and understanding of different techniques.
 - 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
 - 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
 - 2.4 Select approach to work which meets established criteria.
 - 2.5 ***Refine the conceptual vision*** based on ongoing experimentation and analysis of techniques for the production of public art.
- 3 **Determine and organise resource requirements for new work.**
 - 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
 - 3.2 ***Research*** and access potential ***sources of supply*** for resources required for the production of public art work.
 - 3.3 Evaluate ***cost or other constraints*** which may impact on the development of work.
 - 3.4 Set up or co-ordinate resource requirements in accordance with ***safety*** or other ***workplace requirements***.
- 4 **Realise public art work.**
 - 4.1 Realise the public art work using techniques and media selected from research and experimentation to meet the conceptual vision.
 - 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials,

ELEMENT**PERFORMANCE CRITERIA**

tools or equipment.

4.3 Refine the conceptual vision based on ongoing experiences with the production of work.

4.4 Use safe working practices throughout the production of public art work.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in the production of public art work
- literacy skills sufficient to interpret information and material about the work of other artists involved in the production of public art
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in developing and refining concepts for public art work
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in the production of public art work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for public art work
- the historical and theoretical contexts for public art work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with public art work
- sources of materials and other resources for the production of public work
- work space requirements for the production of public art work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools, equipment and materials used in the production of public art work, including the potential issues associated with new

REQUIRED SKILLS AND KNOWLEDGE

approaches

- the legislative requirements for development or building consent
- organisational and legislative occupational health and safety procedures in relation to the production of public art 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.

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:

- production of public art work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple examples of public art or a single major work.

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 work in progress, including exploration of and experimentation with

EVIDENCE GUIDE

techniques

- questioning and discussion about candidate's intentions and the work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to learn techniques involved in the production of public art work and to extend them through exploration and experimentation.

Range Statement

RANGE STATEMENT

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

Public art work may include:

- animation
- architectural forms
- digital/video work
- floor pieces
- light work
- murals
- sculpture in time and space
- site specific work
- sound work

RANGE STATEMENT

- textile/fibre installations
- wall pieces.

Public art work may consist of work which is:

- devised by an individual artist
- the outcome of a community development process
- the result of a collaboration between artists.

Within this unit the candidate would generally demonstrate a command of a broad range of **techniques** as the basis for experimentation and innovation. Techniques for the production of public art work may include the selection of a range of techniques from any medium or art form or a combination of art forms. These may include:

- ceramics
- digital, photography, electronic art
- drawing, painting, calligraphy
- fibre/textile work
- light, e.g. laser, spot
- printmaking
- sculpture, glass
- sound, e.g. electronic, natural, vocal, instrumental.

Materials may include:

- film, darkroom chemicals and emulsions
- found objects
- glues
- nails, screws, hooks, bolts
- natural and synthetic fibres, range of fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth, papers
- plantings, e.g. shrubs, grasses, trees
- water and oil based paints, marine paints, specialised metal and wood primers, extenders and binders, gesso, tempera, coloured pencils, pastels, inks, charcoal, waterproof lacquers, resins, latex
- wood, clay, sand metals, rubber, plastics, glass, perspex.

Tools and equipment may include:

- computer, scanner, VHS and DVD, software programs, electrical cabling, multiple screens, monitors

RANGE STATEMENT

- earth moving equipment
- engravers, grinding and polishing equipment, pliers, tongs, hammers, nails, screws, range of cutters
- enlargers and other wet darkroom equipment, 35mm camera, pinhole camera, digital camera
- lights and associated cabling
- looms, moulds and deckles, vacuum table, press, baths and vats
- pneumatic drills
- power tools, e.g. saws, drills, sanders, compressor
- protective clothing
- scaffolding, ladders, crane
- sound recording equipment, synthesisers, associated cabling, microphones, musical instruments.

Extending capabilities
through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the public art work, e.g. the body; identity, land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique

RANGE STATEMENT

- no change.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting community consultation
- conducting material and technical experiments and tests
- establishing a management plan
- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- requirements for development or building consent
- sponsorship
- timeframe.

Particular **safety** or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- requirements to seek approval or permission
- safe disposal of waste
- the need for a conservation plan.

Workplace requirements may include:

- drying space
- lighting
- location specific requirements
- process specific requirements
- ventilation
- wet and dry areas.

RANGE STATEMENT

Unit Sector(s)

Not Applicable

CUVVSP50B Apply techniques to produce sculpture

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of sculpture. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work; or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea; or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for sculptural work.	1.1 Correctly identify and select <i>tools, equipment</i> and <i>materials</i> required for the production of sculpture. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test sculptural techniques.	2.1 Safely use techniques for the production of sculpture. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the sculpture.	3.1 Draw concept for the proposed sculpture based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed sculpture. 3.3 Select appropriate tools, equipment and materials for the specific sculpture. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final sculpture.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and costs.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for sculptural work
- general knowledge of different approaches to sculpture and the work of key practitioners
- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for sculpture

REQUIRED SKILLS AND KNOWLEDGE

- typical work space and equipment requirements for the production of different types of sculpture
- cleaning and maintenance techniques for tools and equipment used in sculptural work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in sculptural work
- organisational and legislative occupational health and safety procedures in relation to sculptural 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.

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:

- production of sculpture which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in sculptural work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one piece of sculpture.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential

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underpinning knowledge, and might include:

- direct observation of work in progress
- questioning and discussion of candidate's intentions and work
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce sculpture.

Range Statement

RANGE STATEMENT

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

Tools and ***equipment*** may include:

- carving tools
- hammers
- heat gun
- knives
- nails
- power tools
- protective clothing
- saws
- screwdrivers

RANGE STATEMENT

- screws
- spatulas.

Materials may include:

- clay
- drawing materials
- flexible industrial materials
- flexible natural materials
- found objects
- glues
- Hebel blocks
- latex
- metal and alloys
- oxidising agents and other patina agents
- paint
- plaster
- rubber
- soap stone
- stains
- string, rope, thread, wire
- wax
- wood and wood products.

Workplace procedures may relate to such things as:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Organisation and maintenance of the work space may relate to:

- dust extraction facilities
- lighting
- ventilation
- wet and dry areas.

Within this unit the range of **techniques** used would generally be quite limited in

- assemblage, e.g. binding, fusing, nailing, gluing
- carving
- casting

RANGE STATEMENT

nature and may include:

- modelling
- mould making.

Testing techniques may include:

- experimenting directly with work in progress
- exploring techniques by making practice pieces
- making samples applying nominated techniques.

Drawing may include:

- drawings directly onto work in progress
- drawings on paper
- electronic imaging.

The **concept for the proposed sculpture** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP51B Produce sculpture

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce sculpture through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for sculptural work.	1.1 Correctly identify and select <i>tools, equipment</i> and <i>materials</i> required for the production of sculpture. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore sculptural	2.1 Assess the <i>capabilities of techniques</i>, tools, equipment and materials for different

ELEMENT	PERFORMANCE CRITERIA
techniques to plan work.	approaches to sculpture. 2.2 Use and/or combine different techniques, tools, equipment and materials to determine and <i>extend capabilities</i>. 2.3 Determine the <i>conceptual vision</i> for the proposed sculpture based on exploration of different techniques or from supplied information. 2.4 Establish <i>criteria for the selection of techniques</i> to meet the conceptual vision. 2.5 Select <i>techniques</i> based on the conceptual vision. 2.6 Plan work, identifying work processes and resource requirements.
3 Realise sculpture.	3.1 Organise the resources required for the production of the proposed sculpture based on the plan of work. 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities and costs.

Required knowledge:

REQUIRED SKILLS AND KNOWLEDGE

- the physical properties and capabilities of the range of materials, tools and equipment used in sculptural work
- work space requirements for sculptural work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in sculptural work
- general knowledge of the formal elements and principles of design and their specific application to the production of sculpture
- cleaning and maintenance techniques for tools and equipment used in sculptural work
- general knowledge of the historical and theoretical contexts for sculpture
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in sculptural work
- organisational and legislative occupational health and safety procedures in relation to sculptural 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.

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:

- production of sculpture which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in sculptural work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate

EVIDENCE GUIDE

- practical demonstration of skills using required tools, equipment and materials to produce sculptures or a single major work.

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 sculptural work in progress
- questioning and discussion of the candidate's intentions
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce sculpture.

Range Statement

RANGE STATEMENT

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

Tools and **equipment** may include:

- carving tools
- chisels

RANGE STATEMENT

- clamps
- files
- foundry tools and equipment
- hammers, mallets
- knives
- pliers
- power tools, e.g. drills, Dremel, saws, angle grinders, bench presses
- protective clothing
- saws
- screw drivers
- spatulas
- tin snips
- tongs
- wedges
- wood turning equipment.

Materials may include:

- clay
- found objects and materials
- Hebel blocks
- industrial materials
- latex
- leather
- metal and alloys
- nails, clips, brackets, screws
- natural materials
- oxidising agents and other patina agents
- paints, glues, drawing materials, stains
- plaster
- rubber
- stone
- wax
- wire, rope, string thread, fibres
- wood and wood products.

Workplace procedures may relate to such things as:

- cost control
- process specific procedures
- recycling
- reporting

RANGE STATEMENT

- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- dust extraction
- light
- process specific requirements
- ventilation
- wet and dry areas.

Assessing the **capabilities of the techniques**, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the sculpture, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed sculpture
- ease of application of the techniques
- personal affinity with the techniques.

Within this unit the candidate would generally extend, build

- assemblage
- binding

RANGE STATEMENT

upon and combine a range of
techniques which may
include:

- carving
- casting
- modelling
- slumping
- welding.

Unit Sector(s)

Not Applicable

CUVVSP52B Research and experiment with techniques to produce sculpture

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of sculpture. It outlines the way sculptural work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 Inform work through experimentation with sculptural techniques and media.	1.1 Evaluate the potential for new approaches to sculptural work based on capabilities of <i>techniques</i> already used. 1.2 Select, adapt or introduce new <i>materials, tools, equipment</i> or technology for the achievement of different effects. 1.3 <i>Extend the capabilities</i> of sculptural techniques through experimentation to inform practice. 1.4 Take account of <i>particular safety or environmental issues</i> associated with the use of different techniques and media. 1.5 <i>Research</i>, adapt and use relevant ideas and

ELEMENT

PERFORMANCE CRITERIA

approaches from other practitioners with consideration of ***intellectual property, moral rights and copyright requirements***.

2 **Develop and refine a conceptual vision for sculpture.**

- 2.1 Develop a ***conceptual vision*** for sculpture based on a knowledge and understanding of different sculptural techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 ***Refine the conceptual vision*** based on ongoing experimentation and analysis of sculptural techniques.

3 **Determine and organise resource requirements for new work.**

- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential ***sources of supply*** of resources used in sculpture.
- 3.3 Evaluate ***cost or other constraints*** which may impact on the development of work.
- 3.4 Set up or co-ordinate resource requirements in accordance with safety or other ***workplace requirements***.

4 **Realise sculpture.**

- 4.1 Realise the sculpture using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.
- 4.4 Use safe working practices throughout the production of the sculpture.

ELEMENT**PERFORMANCE CRITERIA**

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in sculptural work
- literacy skills sufficient to interpret information and material about the work of other sculptors
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in developing and refining concepts for sculpture
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in sculptural work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- the formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for sculpture
- the historical and theoretical contexts for sculpture and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with sculpture
- sources of raw, part-processed and processed materials and other resources for sculptural work
- work space requirements for sculptural work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in sculptural work, including the potential issues associated with new approaches
- organisational and legislative occupational health and safety procedures in relation to sculptural work.

REQUIRED SKILLS AND 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.

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:

- production of sculpture which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended in sculptural work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple sculptures or a single major work.

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 sculptural work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidate's intentions and the work outcome
- verbal and written reports

EVIDENCE GUIDE

- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce sculpture.

Range Statement

RANGE STATEMENT

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

Within this unit the candidate would generally demonstrate a command of a broad range of techniques as the basis for experimentation and innovation. ***Techniques*** may include:

- assemblage
- binding
- carving
- casting
- digital techniques
- modelling
- slumping
- welding.

Materials may include:

- clay
- found objects and materials
- Hebel blocks
- industrial materials
- latex

RANGE STATEMENT

- leather
- metal and alloys
- nails, clips, brackets, screws
- natural materials
- oxidising agents and other patina agents
- paints, glues, drawing materials, stains
- plaster
- rubber
- stone
- wax
- wire, rope, string, thread, fibres
- wood and wood products.

Tools and ***equipment*** may include:

- carving tools
- chisels
- clamps
- electronic equipment, e.g. computer, printer, recording and projection equipment
- files
- foundry tools and equipment
- hammers, mallets
- knives
- pliers
- power tools, e.g. drills, Dremel, saws, angle grinders, bench presses
- protective clothing
- saws
- screw drivers
- soldering irons
- spatulas
- tin snips
- tongs
- wedges
- welding equipment
- wood turning tools and equipment.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

RANGE STATEMENT

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the sculpture, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials

RANGE STATEMENT

- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- lighting
- process specific requirements
- ventilation
- wet and dry areas.

Issues of presentation may include:

- availability of space
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. with plinth construction
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP54B Apply techniques to produce textile/fibre work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of textile/fibre work. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work, or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea, or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for textile/fibre work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>textile/fibre work</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and safety requirements. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test textile/fibre techniques.	2.1 Safely use techniques for the production of textile/fibre work. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the textile fibre work.	3.1 <i>Draw concept for the proposed textile/fibre work</i> based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed textile/fibre work. 3.3 Select appropriate tools, equipment and materials for the specific textile/fibre work. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final textile/fibre work.

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 product and equipment safety labels
- numeracy skills sufficient to calculate quantities and cost.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for textile/fibre work
- general knowledge of different styles of textile/fibre work and the work of key practitioners

REQUIRED SKILLS AND KNOWLEDGE

- overview knowledge of the formal elements and principles of design
- introductory knowledge of the historical and theoretical contexts for textile/fibre work
- typical work space and equipment requirements for the production of different types of textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in textile/fibre work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in textile/fibre work
- organisational and legislative occupational health and safety procedures in relation to textile/fibre 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.

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:

- production of textile work which demonstrates a command of nominated techniques and which reflects the concept
- general knowledge of tools, materials and equipment used in textile/fibre work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one example of textile/fibre work.

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 work in progress
- questioning and discussion of candidate's intentions and work
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce textile/fibre 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.

Tools and ***equipment*** may include:

- blenders
- bobbins
- brushes
- dyeing and casting vats
- hotplates
- looms
- measuring containers

RANGE STATEMENT

- moulds and deckles
- needles, e.g. knitting, embroidery
- printing blocks and screens
- saucepans
- scales
- sewing machines
- spoons, spatulas scrapers, squeegees
- steamer
- tjantings.

Materials may include:

- cellulose fibres
- chemical powders and solutions
- cold and hot water dyes
- dye powders
- fabric lengths or pieces
- fabricated fibres
- found fabrics and fibres
- natural fibres
- paints and fabric inks
- printing block and screen materials
- recycling paper
- resist dyes.

Textile/fibre work may include:

- decorated or embellished fabric, e.g. using printing, stitching, embroidery techniques, dyeing, resist dyeing
- felt
- knitted objects or garments
- paper
- simple objects, e.g. baskets, mats
- woven fabric.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

RANGE STATEMENT

Organisation and maintenance of the work space may relate to:

- lighting
- process specific requirements
- ventilation
- wet and dry areas.

Within this unit the range of **techniques** used would generally be quite limited in nature and may include:

- dyeing, e.g. resist, tie-dye, natural/synthetic dyes
- felt making techniques
- hand painting techniques
- hand paper making techniques, e.g. sheet, cast
- knitting and knotting techniques
- printing, e.g. block, silk screen, stamps
- stitching, e.g. embroidery, appliqué, patchwork
- tapestry
- weaving, e.g. on and off loom, basket.

Testing techniques may include:

- experimenting directly with work in progress
- exploring techniques by making practice pieces
- making samples applying nominated techniques.

Drawing may include:

- drawings on paper
- drawings or markings directly onto work in progress
- electronic imaging.

The **concept for the proposed textile/fibre work** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP55B Produce textile/fibre work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce textile/fibre work through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept.

Depending upon the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished

work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for textile/fibre work.	1.1 Correctly identify and select <i>tools, equipment and materials</i> required for the production of <i>textile/fibre work</i>. 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant <i>workplace procedures</i> and <i>safety requirements</i>. 1.3 <i>Organise and maintain</i> work space so that it remains clean and safe. 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.
2 Explore textile/fibre techniques to plan work.	2.1 <i>Assess the capabilities of techniques</i>, tools, equipment and materials for different types of textile/fibre work. 2.2 Use and/or combine different techniques, tools,

ELEMENT**PERFORMANCE CRITERIA**

- equipment and materials to determine and ***extend capabilities***.
- 2.3 Determine the ***conceptual vision*** for the proposed textile/fibre work based on exploration of different techniques or from supplied information.
- 2.4 Establish ***criteria for the selection of techniques*** to meet the conceptual vision.
- 2.5 Select ***techniques*** based on the conceptual vision.
- 2.6 Plan work, identifying work processes and resource requirements.
- 3 **Realise textile/fibre work.**
- 3.1 Organise the resources required for the production of the proposed textile/fibrework based on the plan of work.
- 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision.
- 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels
- numeracy skills sufficient to calculate quantities, and cost.

Required knowledge:

- physical properties and capabilities of the range of materials, tools and equipment used in textile/fibre work

REQUIRED SKILLS AND KNOWLEDGE

- work space requirements for textile/fibre work, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in textile/fibre work
- general knowledge of the formal elements and principles of design and their specific application to the production of textile/fibre work
- cleaning and maintenance techniques for tools and equipment used in textile/fibre work
- general knowledge of the historical and theoretical contexts for textile/fibre work
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in textile/fibre work
- organisational and legislative occupational health and safety procedures in relation to textile/fibre 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.

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:

- production of textile/fibre work which demonstrates a command of selected techniques and which is consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in textile/fibre work.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple

EVIDENCE GUIDE

textile/fibre works or a single major work.

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 work in progress
- questioning and discussion of the candidate's intentions
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce textile/fibre.

Range Statement

RANGE STATEMENT

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

Tools may include:

- brushes
- cutting tools
- equipment for tie dyeing
- scrapers

RANGE STATEMENT

- spatulas
- spoons
- tjantings
- weaving shuttles
- weaving, knitting, embroidery needles.

Equipment may include:

- blenders/electric beater, e.g. Hollander
- hotplate/stove for heating wax
- light box for exposing photo emulsion for screen printing
- looms, e.g. backstrap, table loom
- moulds and deckles
- press
- saucepans
- screens and carousel for printing
- sewing machine
- squeegees
- vacuum table
- vats for dyeing fabric and casting paper.

Materials may include:

- cellulose fibres recycled acid free mount board, plant fibres, e.g. pampas grass, banana leaf, flax, kozo
- cold and hot water dyes and necessary chemicals for dyeing fabric
- drawing materials for colouring (may include watercolour pencils)
- fabrics, e.g. cotton, linen, silk, synthetic fabrics, tapa cloth
- materials for embedding in paper, e.g. other fibres, magazine images
- methyl cellulose
- natural fibres, e.g. vines, willow branches, flexible twigs, pandanus, palm fronds, reeds, bark, wool, cotton, fibre spun or twisted into string
- painting materials
- photo emulsion and stencils for screen printing
- pigment dyes for paper
- printing inks
- sizing agents for paper

RANGE STATEMENT

- synthetic fibres, e.g. plastics
- various waxes for resist dyeing
- water based paints.

Textile/fibre work may include:

- decorated or embellished objects or fabric lengths, e.g. printing, appliqué, tapestry, patchwork, embroidery, stitching
- dyed fabric lengths or objects
- felt cloth or objects
- hand made paper, sheets of paper, cast paper
- objects, e.g. baskets, mats, containers
- printed fabric lengths
- printed objects, e.g. for home-wear, fashion, interior markets, 2-dimensional and 3-dimensional works.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety
- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- light
- process specific requirements
- ventilation
- wet and dry areas.

Assessing the capabilities of the techniques, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of

- exploring the potential of techniques and

RANGE STATEMENT

techniques refers to: discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the textile/fibre work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed textile/fibre work
- ease of application of the techniques
- personal affinity with the techniques.

Within this unit the candidate would generally extend, build upon and combine a range of **techniques** which may include:

- hand painting
- hand-paper making, e.g. casting, embossing, pulp painting
- knitting and knotting techniques
- printing, e.g. block, screen, stamp, stencil, mono printing
- resist dying techniques, e.g. batik, tie dying, shibori
- stitching, e.g. embroidery, appliqué, patchwork
- tapestry
- weaving, e.g. off loom, backstrap, loom weave, basket.

Unit Sector(s)

Not Applicable

CUVVSP56B Research and experiment with techniques to produce textile/fibre work

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of textile/fibre work. It outlines the way textile/fibre work is produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending upon the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with textile/fibre techniques and media.**

- 1.1 Evaluate the potential for new approaches to ***textile/fibre work*** based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of textile/fibre techniques through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.

ELEMENT

PERFORMANCE CRITERIA

	1.5 Research , adapt and use relevant ideas and approaches from other practitioners with consideration of intellectual property, moral rights and copyright requirements .
2 Develop and refine a conceptual vision for textile/fibre work.	2.1 Develop a conceptual vision for textile/fibre work based on a knowledge and understanding of different textile/fibre techniques. 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation. 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision. 2.4 Select approach to work which meets established criteria. 2.5 Refine the conceptual vision based on ongoing experimentation and analysis of textile/fibre techniques.
3 Determine and organise resource requirements for new work.	3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches. 3.2 Research and access potential sources of supply for textile/fibre resources. 3.3 Evaluate cost or other constraints which may impact on the development of work. 3.4 Set up or co-ordinate resource requirements in accordance with safety or other workplace requirements.
4 Realise textile/fibre work.	4.1 Realise the textile/fibre work using techniques and media selected from research and experimentation to meet the conceptual vision. 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment. 4.3 Refine the conceptual vision based on ongoing experiences with the production of work. 4.4 Use safe working practices throughout the

ELEMENT

PERFORMANCE CRITERIA

production of textile/fibre work.

4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in textile/fibre work
- literacy skills sufficient to interpret information and material about the work of other textile/fibre artists
- numeracy skills sufficient to evaluate resource costs and to calculate material requirements.

Required knowledge:

- the role of experimentation in developing and refining concepts for textile/fibre work
- detailed knowledge of physical properties and capabilities of the range of materials and tools used in textile/fibre work
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for textile/fibre work
- historical and theoretical contexts for textile/fibre work and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with textile/fibre work
- sources of raw, part-processed and processed materials and other resources for textile/fibre work
- work space requirements for textile/fibre work, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in textile/fibre work, including the potential issues associated with new approaches

REQUIRED SKILLS AND KNOWLEDGE

- organisational and legislative occupational health and safety procedures in relation to textile/fibre 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.

Critical aspects for assessment and evidence required to demonstrate competency in this unit in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of textile/fibre work which demonstrates a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in depth knowledge of techniques, materials and tools and the ways they may be adapted and extended.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple textile/fibre work or a single major work.

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 work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidates intentions and the work outcome

EVIDENCE GUIDE

- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce textile/fibre.

Range Statement

RANGE STATEMENT

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

Textile/fibre work may include:

- decorated or embellished objects, fabric lengths, e.g. using printing, stitching, painting techniques
- fabric lengths
- felt cloth or objects
- objects, e.g. baskets, mats, containers, screens
- printed objects, e.g. for home wear, fashion, interior markets, 2-dimensional and 3-dimensional work, installation
- printed, dyed, painted fabric lengths
- sheets of handmade/cast paper.

Within this unit the candidate would generally demonstrate

- dyeing
- embroidery and stitching

RANGE STATEMENT

a command of a broad range of techniques as the basis for experimentation and innovation. **Techniques** may include:

- hand papermaking, e.g. casting, embossing, pulp painting
- knitting and knotting techniques
- printing, e.g. block, screen, photographic techniques, stamp, combined printing techniques
- resist dyeing, e.g. batik, tie dying, shibori, tritik
- tapestry
- weaving, e.g. off loom, backstrap, loom weave, basket.

Materials may include those used for:

- papermaking:
 - caustic soda
 - dyes
 - objects for casting
 - objects for embedding and embossing
 - plant fibres
 - recycled pulp
- printing and painting:
 - dyes and inks
 - matrix materials such as lino, wood, screens
 - photographic processes
 - stencils, e.g. paper, plastic
- resist dyeing:
 - caustic soda
 - cold and hot water dyes (natural and synthetic)
 - cotton or silk lengths
 - salt, resist salt
 - soda ash
 - urea
 - wax
- weaving, knitting and knotting and embroidery techniques:
 - beads, sequins, metal fragments
 - fabric fragments and lengths, e.g. cotton, silk, synthetic etc
 - found materials
 - metal threads, wire
 - synthetic and natural fibres including grasses, vines, twigs, reeds etc

RANGE STATEMENT

- twine, wool, synthetic threads.
- Tools* and *equipment* may include those used for:
 - papermaking and painting:
 - blenders
 - brushes
 - containers
 - couching bards and blankets
 - drying racks tables boards
 - moulds and deckles
 - press for water extraction
 - pulp baths
 - stainless steel cooking utensils for plant fibre preparation
 - printing and painting:
 - brushes
 - carrousel
 - ink mixing surface, e.g. glass, perspex
 - light box
 - measuring containers
 - padded table
 - pressing tools and equipment
 - rollers
 - screens
 - spatulas
 - vacuum table
 - resist dyeing:
 - brushes
 - container
 - dye and rinse baths
 - hangers
 - hotplate, stove
 - metal wax melting containers
 - stirrers
 - tjantings
 - twine for tie dying
 - vats
 - weaving, knitting and knotting and embroidery techniques:

RANGE STATEMENT

- bobbins
- frames
- loom
- needles for weaving, embroidery and knitting
- sewing machine.

Extending capabilities
through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the textile/fibre work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

RANGE STATEMENT

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials and tools
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- drying space
- lighting
- process specific requirements
- ventilation
- wet and dry areas.

Issues of presentation may include:

- availability of space
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. engaging a model, plinth construction
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

CUVVSP57B Apply techniques to produce wood objects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to use techniques, materials and equipment for the production of wood objects. As such the unit covers general knowledge and the application of basic techniques, which would generally be nominated by the supervisor. It is a specialisation unit and refers to a specific art form. This work would usually be carried out 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR01B Source concept for own work, or
- CUVCOR02B Develop and articulate concept for own work
- CUVCOR07B Use drawing techniques to represent the object or idea, or
- CUVCOR08B Produce drawings to represent and communicate the concept.

It could also be assessed in conjunction with:

- CUVCOR11B Source information on history and

theory and apply to own area of work.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS13B Store finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain physical resources for the production of wood objects.**

- 1.1 Correctly identify and select ***tools, equipment and materials*** required for the production of ***wood objects***.
- 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant ***workplace procedures*** and safety requirements.
- 1.3 ***Organise and maintain*** work space so that it remains clean and safe.
- 1.4 Store tools, equipment and materials in accordance with relevant workplace procedures and safety requirements.

ELEMENT**PERFORMANCE CRITERIA**

2 Use and test techniques for working with wood.	2.1 Safely use techniques for the production of wood objects. 2.2 Use and test nominated techniques to determine the capability of the technique and its application.
3 Produce the wood objects.	3.1 <i>Draw concept for the proposed wood objects</i> based on own ideas or supplied information. 3.2 Correctly identify the steps and resources required to produce the proposed wood objects. 3.3 Select appropriate tools, equipment and materials for the specific wood objects. 3.4 Calculate correct quantities of materials required and minimise waste where possible. 3.5 Use techniques, tools and materials safely to produce the final wood objects.

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 product and equipment safety labels and equipment instructions
- numeracy skills sufficient to calculate quantities and cost.

Required knowledge:

- general knowledge of physical properties and capabilities of the most commonly used materials, tools and equipment for the production of wood objects
- general knowledge of different styles of wood objects and the work of key practitioners
- overview knowledge of the formal elements and principles of design

REQUIRED SKILLS AND KNOWLEDGE

- introductory knowledge of the historical and theoretical contexts for wood objects
- typical work space and equipment requirements for the production of different types of wood objects
- cleaning and maintenance techniques for tools and equipment used in the production of wood objects
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools, materials and equipment used in the production of wood objects
- organisational and legislative occupational health and safety procedures in relation to the production of wood objects.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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:

- production of wood objects which demonstrate a command of nominated techniques and which reflect the concept
- general knowledge of tools, materials and equipment used in the production of wood objects.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce a minimum of one wood object.

Method of assessment

Assessment may incorporate a range of methods to

EVIDENCE GUIDE

assess performance and the application of essential underpinning knowledge, and might include:

- direct observation of work in progress
- questioning and discussion of candidate's intentions and work outcome
- written or verbal reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce wood objects using the nominated 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.

Tools and ***equipment*** may be fixed and include hand and/or power tools for:

- assemblage techniques for wood
- carving and turning wood
- cutting
- engraving, branding
- other tools, e.g. measuring tools, mechanised paint stirrers, various fasteners and fittings
- protective clothing.

RANGE STATEMENT

- Materials** may include:
- flexible industrial and/or natural materials
 - those required for assembling/joining wood and other materials
 - those required for wood finishing, e.g. sandpapers, stains, lacquers, paints
 - wood and wood products.

- Wood objects** may include:
- carved panels, e.g. low or high relief
 - implements, e.g. letter openers, cutlery
 - jewellery
 - other functional items, e.g. walking sticks, boxes, trays, clocks
 - sculpture
 - simple furniture e.g. tables, lamps
 - simple musical instruments
 - turned flatware and bowls.

- Workplace procedures** may relate to such things as:
- cost control
 - process-specific procedures
 - recycling
 - reporting
 - safety
 - use of materials.

- Organisation and maintenance** of the work space may relate to:
- dust extraction facilities
 - lighting
 - process-specific processes
 - ventilation.

- Within this unit the range of **techniques** used would generally be quite limited in nature and may include:
- combining wood with other materials
 - design and construction of jigs
 - joint construction
 - model making
 - simple assemblage techniques
 - simple wooden tool making or modification
 - timber preparation

RANGE STATEMENT

- wood bending and forming
- wood carving
- wood turning.

Testing techniques may include:

- experimenting directly with work in progress
- exploring techniques by making practice pieces
- making samples applying nominated techniques.

Drawing may involve:

- computer generated design
- diagrammatical representation
- drawing directly onto wood
- full scale mock-ups
- model making
- paper and pencil
- prototypes.

The **concept for the proposed wood objects** may be influenced by:

- elements and principles of design
- the subject matter or theme for the work, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Unit Sector(s)

Not Applicable

CUVVSP58B Produce wood objects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to produce wood objects through the exploration and application of a range of techniques, tools, equipment and materials. As such the range of techniques could be quite varied and broad in nature. It is a specialisation unit and refers to a specific art form. This work would usually be carried out under limited 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with the following units:

- CUVCOR03B Develop, refine and communicate concept for own work
- CUVCOR08B Produce drawings to represent and communicate the concept
- CUVCOR12B Review history and theory for application to artistic practice.

Depending on the context, combined assessment and/or training with a range of other units would also be appropriate, e.g.:

- CUVCRS08B Document the work progress
- CUVCRS14B Prepare, store and maintain finished work.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 and maintain resources for producing wood objects.**

- 1.1 Correctly identify and select ***tools, equipment and materials*** required for the production of ***wood objects***.
- 1.2 Prepare, clean and maintain tools, equipment and materials in accordance with relevant ***workplace procedures*** and ***safety requirements***.
- 1.3 ***Organise and maintain*** work space so that it remains clean and safe.
- 1.4 Store tools, equipment and materials in accordance with relevant workplace and safety requirements.

- 2 **Explore techniques to plan**

- 2.1 ***Assess the capabilities of techniques***, tools, equipment and materials for different types of

ELEMENT	PERFORMANCE CRITERIA
work with work.	wood objects. 2.2 Use and/or combine different techniques, tools, equipment and materials to determine and <i>extend capabilities</i>. 2.3 Determine the <i>conceptual vision</i> for the proposed wood objects based on exploration of different techniques or from supplied information. 2.4 Establish <i>criteria for the selection of techniques</i> to meet the conceptual vision. 2.5 Select <i>techniques</i> based on the conceptual vision. 2.6 <i>Plan</i> work, identifying work processes and resource requirements.
3 Realise wood objects.	3.1 Organise the resources required for the production of the proposed wood objects based on the plan of work. 3.2 Safely use and adapt techniques, tools, equipment and materials appropriately to realise the conceptual vision. 3.3 Identify potential different approaches that may enhance the final work and incorporate these into the work process.

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 product safety labels and equipment instructions
- numeracy skills sufficient to calculate material quantities and cost.

Required knowledge:

REQUIRED SKILLS AND KNOWLEDGE

- physical properties and capabilities of the range of materials, tools and equipment used in the production of wood objects
- work space requirements for the production of wood objects, including ways of organising and maintaining space
- ways of exploring, adapting and combining techniques and materials to achieve different effects in wood objects
- general knowledge of the formal elements and principles of design and their specific application to wood objects
- cleaning and maintenance techniques for tools and equipment used in the production of wood objects
- general knowledge of the historical and theoretical contexts for wood objects
- awareness of copyright, moral rights and intellectual property issues
- environmental issues associated with the tools and materials used in the production of wood objects
- organisational and legislative occupational health and safety procedures in relation to the production of wood objects.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of wood objects which demonstrate a command of selected techniques and which are consistent with the conceptual vision
- knowledge of materials and tools and how they are used and extended in the production of wood objects.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the

EVIDENCE GUIDE

candidate

- practical demonstration of skills using required tools, equipment and materials to produce multiple wood objects or a single major work.

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 production of wood objects in progress
- questioning and discussion of the candidate's intentions and work outcome
- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials, resources and equipment needed to produce wood objects.

Range Statement

RANGE STATEMENT

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

Tools and **equipment** may include:

- clamps
- measuring tools
- power and hand tools for carving/marketing and/or cutting wood and other materials including wood engraving and branding tools
- power and/or hand tools for shaping wood and other materials
- protective clothing
- tools for assembling wood and other materials
- wood turning tools and equipment.

Materials may include:

- found objects and materials
- other materials consistent with the conceptual vision, e.g. metals, leather, stone
- oxidising agents and other patina agents
- those for wood finishing e.g. sandpapers, stains, lacquers, paints
- those required for assembling/joining wood and other materials, e.g. for binding: wire, rope, string thread, other fibres; other materials: nails, clips, brackets, screws
- wood and wood products.

Wood objects may include:

- carved panels, e.g. low or high relief, carved vessels
- furniture, e.g. tables, lamps, chairs
- implements, e.g. letter openers, cutlery
- jewellery
- sculpture
- simple musical instruments
- turned tableware
- other functional items, e.g. walking sticks, boxes, trays, clocks.

Workplace procedures may relate to:

- cost control
- process-specific procedures
- recycling
- reporting
- safety

RANGE STATEMENT

- use of materials.

Safety requirements would be in accordance with:

- Federal, State and Territory legislation, regulations and standards.

Organisation and maintenance of the work space may relate to:

- dust extraction
- lighting
- process-specific procedures
- ventilation.

Assessing the capabilities of the techniques, tools and materials may involve:

- experimenting directly with work in progress
- producing test pieces or samples
- systematically testing a range of processes.

Extending capabilities of techniques refers to:

- exploring the potential of techniques and discovering new ways of using techniques.

The **conceptual vision** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the wood objects, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

Criteria for the selection of techniques may relate to:

- access to materials, tools and equipment for the techniques
- consistency with the conceptual vision for the proposed wood objects
- ease of application of the techniques
- personal affinity with the techniques.

Within this unit the candidate would generally extend, build upon and combine a range of **techniques** which may

- assemblage
- carving
- combining with other materials synthetic and/or natural

RANGE STATEMENT

include:

- jig making
- laminating of timber and timber products
- making mock-ups and prototyping
- model making
- steam bending of timber
- timber preparation
- wood finishing
- wood turning
- wooden tool modification and/or making.

Planning the work may involve:

- computer generated design
- diagrammatical representation
- drawing freehand
- full scale mock ups
- model making
- prototypes drawing directly onto wood.

Unit Sector(s)

Not Applicable

CUVVSP59B Research and experiment with techniques to produce wood objects

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit describes the skills and knowledge required to research and experiment with various techniques and media for the realisation of wood objects. It outlines the way wood objects are produced through the use of experimentation and ongoing refinement. It is a specialisation unit and refers to a specific art form. This work would usually be carried out independently, although guidance would be available if 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

Prerequisite units

It is highly recommended that this unit be assessed in conjunction with:

- CUVCOR04B Originate concept for own work and conduct critical discourse
- CUVCOR09B Select and apply drawing techniques and media to represent and communicate the concept
- CUVCOR13B Research and critically analyse history and theory to inform artistic practice.

Depending on the context, combined assessment and/or

training with a range of other units would also be appropriate, e.g.:

- CUVCRS14B Prepare, store and maintain finished work
- CUVCRS08B Document the work progress.

Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and 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 **Inform work through experimentation with techniques and media for the production of wood objects.**

- 1.1 Evaluate the potential for new approaches to ***wood objects*** based on capabilities of ***techniques*** already used.
- 1.2 Select, adapt or introduce new ***materials, tools, equipment*** or technology for the achievement of different effects.
- 1.3 ***Extend the capabilities*** of techniques for the production of wood objects through experimentation to inform practice.
- 1.4 Take account of ***particular safety or environmental issues*** associated with the use of different techniques and media.

ELEMENT

PERFORMANCE CRITERIA

- 1.5 **Research**, adapt and use relevant ideas and approaches from other practitioners with consideration of **intellectual property, moral rights and copyright requirements**.
- 2 **Develop and refine a conceptual vision for wood objects.**
- 2.1 Develop a **conceptual vision** for wood objects based on a knowledge and understanding of different techniques.
- 2.2 Consider the criteria for selecting techniques, material, tools and equipment based on results of experimentation.
- 2.3 Establish criteria which are most likely to facilitate the achievement of the conceptual vision.
- 2.4 Select approach to work which meets established criteria.
- 2.5 **Refine the conceptual vision** based on ongoing experimentation and analysis of techniques for the production of wood objects.
- 3 **Determine and organise resource requirements for new work.**
- 3.1 Assess specific resource requirements which arise from the use of techniques and experimental approaches.
- 3.2 Research and access potential **sources of supply** for resources used in the production of wood objects.
- 3.3 Evaluate **cost or other constraints** which may impact on the development of work.
- 3.4 Set up or co-ordinate resource requirements in accordance with safety or other **workplace requirements**.
- 4 **Realise wood objects.**
- 4.1 Realise the wood objects using techniques and media selected from research and experimentation to meet the conceptual vision.
- 4.2 Evaluate and respond to the potential for changes in the use of techniques, materials, tools or equipment.
- 4.3 Refine the conceptual vision based on ongoing experiences with the production of work.

ELEMENT**PERFORMANCE CRITERIA**

- 4.4 Use safe working practices throughout the production of wood objects.
- 4.5 Consider *issues of presentation* and *take action* accordingly.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills:

- research skills and sources of information to inform experimentation in the production of wood objects
- literacy skills sufficient to interpret information and material about the work of other artists who produce wood objects
- numeracy skills sufficient to evaluate resource costs and to calculate material quantities.

Required knowledge:

- the role of experimentation in developing and refining concepts for wood objects
- detailed knowledge of physical properties and capabilities of the range of materials, tools and equipment used in the production of wood objects
- the characteristics of different materials under different treatments and the potential of these characteristics to achieve different effects
- formal elements and principles of design and how these may be used, adapted and challenged in the development of concepts for wood objects
- historical and theoretical contexts for wood objects and how this may be used to inform own artistic practice
- copyright, moral rights and intellectual property issues and legislation associated with wood objects
- sources of raw, part-processed and processed materials and other resources for the production of wood objects
- work space requirements for the production of wood objects, including selection and set up of work space for particular types of work
- environmental issues associated with the tools and materials used in the production of wood objects, including the potential issues associated with new approaches

REQUIRED SKILLS AND KNOWLEDGE

- organisational and legislative occupational health and safety procedures in relation to the production of wood objects.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment 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 in this unit

The following evidence is critical to the judgement of competence in this unit:

- production of wood objects which demonstrate a highly developed command of the selected techniques and which is consistent with the conceptual vision
- in-depth knowledge of techniques, materials, tools and equipment and the ways they may be adapted and extended for the production of wood objects.

Context of and specific resources for assessment

The assessment context must provide for:

- evaluation of visual language and technical execution of work pieces produced by the candidate
- practical demonstration of skills using required tools, equipment and materials to produce multiple wood objects or a single major work.

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 work in progress, including exploration of and experimentation with techniques
- questioning and discussion about candidate's intentions and the work outcome

EVIDENCE GUIDE

- verbal and written reports
- review of portfolios of evidence
- 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 with interrupted schooling).

Assessment of this unit requires access to the materials and resources needed to produce wood objects.

Range Statement

RANGE STATEMENT

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

Wood objects may include:

- carved panels, e.g. low or high relief, small or large scale, carved vessels
- furniture, hardware items, e.g. carved doors, windows and other architectural elements
- implements, e.g. tableware, including a range of flatware and bowls
- jewellery
- musical instruments
- sculpture
- other functional items, e.g. clocks.

Within this unit the candidate would generally demonstrate

- assemblage
- carving

RANGE STATEMENT

a command of a broad range of techniques as the basis for experimentation and innovation. **Techniques** may include:

- combining with other materials synthetic and/or natural
- digital techniques
- laminating
- manufacture of full scale mock ups
- model making
- production and use of jig
- prototyping
- simple marquetry
- steam bending
- welding (for metal elements)
- wood finishing
- wood turning
- wooden tool making.

Materials may include:

- found objects and materials
- industrial/synthetic materials
- metals and alloys
- natural materials
- oxidising agents and other patina agents
- those required for assembling/joining wood and other materials, e.g. for binding wire, rope, string, thread, fibres
- those required for wood finishing, e.g. sandpapers, paints, glues, stains, lacquers
- those required for wood shaping and turning
- wood and wood products.

Tools and **equipment** may be fixed and may include hand and/or power tools for:

- assembling wood and other materials
- carving and/or cutting wood and other materials, including wood engraving and branding tools
- metal working equipment and tools, e.g. welding equipment and tools
- protective clothing
- shaping/turning wood and other materials, including jig
- steam bending equipment.

Other **tools and equipment**

- clamps

RANGE STATEMENT

may include:

- electronic equipment, e.g. computer, printer, recording and projection equipment
- fastening and fitting tools
- measuring tools
- mechanised paint stirrers.

Extending capabilities through:

- experimentation encourages the exploration of the full potential of the art form and involves innovation.

Particular safety or environmental issues may include:

- Federal, State and Territory legislation, regulations and standards
- personal protection
- recycling
- safe disposal of waste.

Research may involve:

- approaching individuals with relevant expertise
- attending lectures and talks
- conducting material and technical experiments and tests
- seeking out information in books, journals, newspapers
- visiting exhibitions, museums.

Intellectual property, moral rights and copyright requirements may relate to:

- extent to which the work may be used
- procedures for seeking permission to use the work of others, including systems for the administration of copyright
- protocols for the adaptation of work by others.

The ***conceptual vision*** may be determined by:

- elements and principles of design
- the relationship of the work to a theoretical and historical context
- the subject matter or theme for the wood objects, e.g. the body; identity; land and place; political, cultural, social issues; spiritual concerns.

RANGE STATEMENT

Refining the conceptual vision may include:

- adjustment to consideration of elements and principles of design
- adjustment to subject matter or theme
- adjustment to utilise the extended capabilities of the technique
- no change.

Sources of supply may include:

- commercial outlets
- found objects or materials
- manufacturing or factory waste
- nature.

Cost and other constraints may relate to:

- availability of materials, tools and equipment
- budgeting
- sponsorship
- timeframe.

Workplace requirements may include:

- dust extraction
- lighting
- process-specific requirements
- ventilation.

Issues of presentation may include:

- availability of space
- cost
- practical considerations
- presentation context
- timeframe.

Taking action may involve:

- deciding on presentation method
- seeking external assistance, e.g. installation, transport
- selecting and preparing work for presentation.

Unit Sector(s)

Not Applicable

BSBADM405B Organise meetings

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to organise meetings including making arrangements, liaising with participants, and developing and distributing meeting related documentation. 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 organise a variety of meetings. They may provide administrative support within an enterprise, or have responsibility for these tasks in the context of a particular team, workgroup or project.

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 meeting arrangements	1.1. Identify <i>type of meeting</i> and its purpose 1.2. Identify and comply with any <i>legal or ethical requirements</i> 1.3. Identify <i>requirements of meeting</i> and participants 1.4. Make meeting <i>arrangements</i> in accordance with requirements of meeting 1.5. Advise participants of meeting details
2. Prepare documentation for meetings	2.1. Prepare notice of meeting, <i>agenda</i> and meeting <i>papers</i> in accordance with meeting requirements 2.2. Check documentation for accuracy and correct any errors 2.3. Distribute documentation to participants within designated time lines 2.4. Prepare spare sets of documents
3. Record and produce minutes of meeting	3.1. Take <i>notes</i> with the required speed and accuracy to ensure an accurate record of the meeting 3.2. Produce <i>minutes</i> that reflect a true and accurate account of the meeting 3.3. Check minutes for accuracy and submit for approval by the nominated person 3.4. Despatch copies of minutes 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 coordinate and consult with participants, to orally present written reports with a number of defined sections, and to clarify points made in meetings
- literacy skills to:
 - write and compile agenda items
 - record minutes
 - make notes from spoken texts in meetings
 - use a variety of strategies for planning, reviewing and proofreading documentation
- time management skills to allow sufficient time to prepare for and conduct meetings.

Required knowledge

- culturally appropriate communication techniques
- formats for agendas and minutes
- 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.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • organising meetings, including informing participants and preparing materials • preparing an agenda • taking minutes during a meeting and preparing draft minutes after the meeting.
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 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: • writing units • 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.	
<i>Type of meeting</i> may include:	• annual general meeting • board meeting • face-to-face

RANGE STATEMENT	
	• staff meeting • teleconference • videoconference
Legal and ethical requirements may include:	• codes of practice • legislation relating to companies or associations • requirements for public meetings
Requirements of meeting may include:	• meeting structure: • formal • informal • self-managed • semi-formal • structured • number of participants • purpose of the meeting • specific needs of participants • specific resources and equipment required by participants e.g. video and data projectors, whiteboards • teleconferencing or videoconferencing meeting protocols and equipment • voting procedures
Arrangements may include:	• booking an appropriate venue • establishing costs and operating within a budget • organising accommodation and transport • organising appropriate communication technology • organising catering • preparing relevant documentation for participants • scheduling the date and time for the meeting
Agenda may include:	• correspondence • date of next meeting • date, time and location of meeting • general business • major agenda items • matters or business arising from the minutes • minutes of the previous meeting • reports

RANGE STATEMENT	
	• statement of the meeting's purpose • welcome
Papers may include:	• chairperson's report • committee reports • correspondence • draft documentation • financial reports • itemised meeting papers • minutes of previous meeting • research reports
Notes may include:	• action items • arrangements for next meeting • decisions taken at the meeting • formal motions • future action • issues raised at the meeting • points discussed at the meeting • record of participants who were present at or absent from the meeting (attendees and apologies) • suggestions made at the meeting
Minutes may include:	• meeting details (e.g. title, date, time, location) • agenda items • apologies • names of absent and attending participants • approval of the record of the previous minutes • correspondence • lists rather than complete sentences • matters arising from the previous meetings • other business • reports • date of the next meeting • using organisation templates • using previous minutes to determine required format

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

BSBADM407B Administer projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes performance outcomes, skills and knowledge required to perform the activities associated with the administrative aspects of a project, such as measurement, monitoring, reporting, and winding up the project on completion. 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 administration requirements within any project undertaken under the supervision of an experienced project manager. The administrative skills are applied within the context of a project environment. The unit does not apply to project managers or 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		

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 project administration	1.1. Identify and record the purpose, scope and objectives of <i>projects</i> 1.2. Develop project plans identifying project activities and <i>key administrative milestones</i> and timelines in accordance with the <i>requirements of the project brief / contract</i> and in consultation with stakeholders 1.3. Identify and address factors that affect timeframes in project planning to ensure timeframes are realistic and achievable 1.4. Link project budgets to key outcomes within projects and incorporate reporting mechanisms to ensure payments are made / received as outcomes are achieved 1.5. Identify <i>monitoring and reporting arrangements</i> for project activities and budgets within project plans in accordance with organisational, statutory and auditing requirements

ELEMENT	PERFORMANCE CRITERIA
2. Coordinate project administration	2.1. Allocate and monitor tasks and resources in accordance with project requirements 2.2. Detail project expenditure in financial control systems, and monitor against project budgets in accordance with project plan 2.3. Monitor project timeframes and milestones and report to designated person/s in accordance with organisational requirements 2.4. Maintain project records in accordance with project and organisational requirements
3. Finalise and review project administration	3.1. Identify and complete procedures for winding up projects in accordance with statutory, organisational and auditing requirements 3.2. Review project administration against project plan and measure and report outcomes in accordance with organisational and task 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 interpret organisation's goals for the project; write clear and detailed instructions organised sequentially; and identify administrative activities of project
- communication skills to consult with project members; listen and respond constructively; listen to a range of material and process information in a systematic way, including evaluative comments on how these ideas may be applied to a group; and define and monitor objectives of the project group
- problem-solving skills to propose solutions from a range of possible solutions
- research skills to select categories by which to organise information and assess information for relevance, accuracy and completeness
- numeracy skills to forecast and predict timelines; interpret, compare and calculate with money; and use estimation to check calculations and outcomes
- ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities.

Required knowledge

- relevant legislation from all levels of government that may affect aspects of

REQUIRED SKILLS AND KNOWLEDGE

- business operations, such as:
- anti-discrimination legislation
 - ethical principles
 - codes of practice
 - privacy laws
 - environmental issues
 - OHS
 - organisational policies and procedures
 - organisational structure, and lines of authority and communication within the organisation
 - planning tools
 - budgeting strategies for projects
 - techniques for project planning and setting milestones.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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:

- integrated demonstration of all elements of competency and their performance criteria
- construction of charts; use of project planning tools to assist with project monitoring
- monitoring of timelines, milestones and budgets.

Context of and specific resources for assessment

Assessment must ensure access to:

- workplace project documentation
- relevant enterprise 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

EVIDENCE GUIDE	
	• observation of presentations • oral or written questioning to assess knowledge • review of project administrative arrangements within project plans • evaluation of project monitoring processes and reports • evaluation of the outcomes of the administrative processes applied within several projects.
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.	
<i>Projects</i> may include:	• internal (eg newsletter) • external (eg contracted by external client) • small • large • complex (eg feasibility study)
<i>Project activities</i> may include:	• coordinating staff • ensuring tasks are carried out • communicating advice/information to team • meetings, including preparation of minutes, papers and reports • preparing project plan • preparing project documentation • monitoring financial arrangements • processing invoices • monitoring timelines • monitoring progress

RANGE STATEMENT	
<i>Key administrative milestones</i> may relate to:	• contract requirements • developing a work plan • use of project planning software • timelines • progress reports • achievement of key tasks/project phases • measurement / achievement of set outcomes • completion of tasks • completion of contract phases/requirements
<i>Requirements of the project brief / contract</i> may include:	• project scope • performance standards • agreed timelines • goals and objectives • names of parties bound by contract • payment issues • project description • completion requirements • timelines • staffing • ownership of materials • indemnity and insurance
<i>Monitoring and reporting arrangements</i> may include:	• team reports • project control chart • control point chart • milestone chart • budget control chart
<i>Allocating tasks and resources</i> may include:	• identifying tasks to be completed in order to achieve project outcomes • prioritising and scheduling tasks • breaking tasks into sub-tasks • arranging tasks into groups • facilitating team involvement in task allocation • assisting to identify team skills and skills gaps • allocating responsibility • assessing workloads • matching skills to tasks • delegating tasks • budget constraints • necessary documents and reference material • identifying resources required

RANGE STATEMENT	
<i>Expenditure</i> may include:	• budget considerations • allocated costs • capital expenditure • labour costs • cost of materials and supplies • overhead costs • sub-contractor costs
<i>Monitored timeframes and milestones</i> may include and/or require:	• project progress • performance • communication with team members • coordination of team meetings • feedback sessions • solving problems/issues • facilitating change to project plan
<i>Procedures for winding up projects</i> may include:	• 'signing off' on project completion/delivery of project outcomes • evaluation and review of actual costs compared to budgeted costs • auditing • formal reporting
<i>Measured outcomes</i> may include:	• project objectives • project outcomes • benchmarks • standards • key performance indicators • project monitoring process • achievement of timelines • costs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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		

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 <i>agenda</i> in line with stated <i>meeting purpose</i> 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 <i>meeting arrangements</i> in accordance with requirements of meeting 1.5. Despatch <i>meeting papers</i> to participants within <i>designated time lines</i>
2. Conduct meetings	2.1. Chair meetings in accordance with organisational requirements, agreed <i>conventions</i> for type of meeting and <i>legal and ethical requirements</i> 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 <i>resolution</i> of issues 2.4. Brief minute taker on method for recording meeting

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:

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

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.	
<i>Agendas</i> 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
<i>Meeting purpose</i> 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
<i>Meeting arrangements</i> may include:	- booking an appropriate venue - deciding on process for recording of meeting - establishing costs and operating within a budget

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

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	

Competency field

Competency field	Administration - General Administration

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>presentation strategies, format and delivery methods</i> that match the <i>characteristics</i> of the target audience, location, resources and personnel needed 1.3. Select <i>presentation aids, materials and techniques</i> 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 <i>techniques to evaluate presentation effectiveness</i>
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

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 <i>techniques to review the effectiveness</i> 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

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.

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

RANGE STATEMENT	
	• physical ability • previous experience with the topic
<i>Presentation aids and materials</i> may include:	• computer simulations and presentations • diagrams, charts and posters • models • overhead projector • paper-based materials • video and audio recordings • whiteboard
<i>Presentation techniques</i> 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
<i>Techniques to evaluate presentation effectiveness</i> may include:	• action research • critical friends • focus group interviews • one-on-one interviews with participants and other personnel involved in the presentation • written feedback provided by participants

Unit Sector(s)

Unit sector	

Competency field

Competency field	Communication - Interpersonal Communication

Co-requisite units

Co-requisite units		

BSBCOM501B Identify and interpret compliance requirements

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to identify and interpret the range of internal and external compliance requirements and obligations that must be fulfilled by an organisation. A range of legislation, rules, regulations and codes of practice may apply to this unit at the time of endorsement, depending on job roles and jurisdictions.

Application of the Unit

Application of the unit	This unit applies to individuals working as a chief executive or manager in a small organisation (where it would be part of their broad role) or as a member of a compliance management team within a larger organisation. These individuals require a sound theoretical knowledge of compliance and well established skills in identifying and interpreting compliance requirements relevant to the operations and sphere of business of the organisation and/or industry sector concerned. The unit also applies to internal or external consultants as part of a broader advisory role to the chief executive or management team of a large or small organisation on compliance management policies and systems. As the activities are focused primarily on identifying and interpreting specific legislative requirements, codes of practice, and internal standards and procedures as they relate to a particular organisation, this unit differs from BSBCOM601B Research compliance requirements and issues. Researching compliance issues is a higher order competence aimed at carrying out research into a wider range of compliance-related issues, such as the costs of compliance, the potential impact of compliance on an

	organisation or industry, and the risks and consequences of non-compliance.

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. Clarify the scope of operations	1.1. Identify and review the relevant <i>range of operations</i> and the sphere of business arrangements of the organisation 1.2. Conduct an analysis of the operations and business arrangements of the organisation and identify the functions, products and services that may be subject

ELEMENT	PERFORMANCE CRITERIA
	to compliance requirements 1.3. Develop and document work activity plans for determining relevant compliance requirements 1.4. Obtain approval of plans from relevant organisational personnel
2. Identify compliance requirements	2.1. Conduct a search of information on internal and external compliance requirements using appropriate search resources, including relevant Australian and international standards 2.2. Ensure the search of compliance requirements scans across all relevant jurisdictions of laws, regulations, and industry and organisational codes and standards and identify pertinent compliance requirements 2.3. Progressively review information collected in terms of its relevance to the organisation's operations, services and products 2.4. Organise and store gathered information on relevant compliance requirements in an appropriate format for further analysis
3. Interpret, analyse and prioritise identified compliance requirements	3.1. Review and interpret collected information in terms of its relevance to the organisation's functions, services and products 3.2. Discuss and clarify with relevant internal or external personnel ambiguities, uncertainties and problems experienced in interpreting identified compliance information 3.3. Identify, analyse and prioritise relevant compliance requirements in terms of critical implications for the organisation and risks and consequence of possible breaches 3.4. Group pertinent compliance requirements into those that are critical and central to the organisation's operations, those that are important in some circumstances but are not central to the organisation's operations, and those that are pertinent but are incidental to the organisation's operations
4. Document compliance requirements	4.1. Organise and document outcomes of the identification and interpretation activities 4.2. Prepare and communicate reports of relevant compliance requirements and assessment of implications to relevant personnel performing

ELEMENT	PERFORMANCE CRITERIA
	<i>specific compliance management functions</i>

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to:
 - contribute to the development of a positive culture of compliance within an organisation
 - work with internal and external personnel with an interest in an organisation's compliance program and management system
- interpersonal and communication skills to relate to internal and external personnel, including those representing relevant regulatory authorities, professional institutes and organisations, including standards' organisations
- literacy skills to read and interpret various types of documents and to write reports containing complex concepts
- organisational and time-management skills to conduct compliance management activities
- project management skills to:
 - scope and plan the conduct of compliance requirement identification activities
 - manage other personnel involved in the identification and interpretation of compliance management activities
- research and analytical skills to identify and interpret compliance requirements
- technical skills to use communications technology effectively

Required knowledge

- elements of compliance programs and related management systems, including:
 - documentation of compliance requirements relevant to the organisation
 - specification of compliance management functions, accountabilities and responsibilities within the organisation
 - compliance-related management information systems
 - record-keeping systems required for compliance management
 - liaison procedures with relevant internal and external personnel on compliance-related matters
 - breach management policies and processes, including the identification, classification, investigation, rectification and reporting of breaches in

REQUIRED SKILLS AND KNOWLEDGE

- compliance requirements
 - compliance reporting procedures
 - corporate induction and training processes related to compliance management
 - processes for the internal and external distribution and promotion of information on compliance requirements, and compliance programs and management systems
 - complaints handling systems
 - continuous improvement processes for compliance, including monitoring, evaluation and review
 - strategies for developing a positive compliance culture within the organisation
 - techniques and performance indicators for monitoring the operation of a compliance program or management system
 - reporting processes on compliance management, including reports on breaches and rectification action
- relevant organisational policies and procedures, including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics
- relevant Australian and international standards, including:
 - AS 3806:2006 Compliance programs
 - AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
 - AS ISO 15489:2004 Records management
 - AS/NZS 4360:2004 Risk management
- relevant organisational policies and procedures, including:
 - plans and policies in various compliance areas
 - organisational standards for operations and ethics

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills 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:

- document processes used to identify, analyse and interpret

EVIDENCE GUIDE	
competency in this unit	organisational compliance requirements • apply knowledge of elements of compliance programs and related management systems.
Context of and specific resources for assessment	Assessment must ensure access to: • organisational policies and procedures, standard operating procedures, and plans • relevant published material on legislation, regulations, licensing requirements, codes of practice, standards, etc. • appropriate computer resources for online searching and review of relevant compliance requirements.
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: • observation of activities undertaken to identify compliance requirements • assessment of reports identifying compliance requirements and containing analysis of the implications of those requirements on organisational objectives, processes and 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 interactions with internal and external stakeholders while identifying compliance requirements • oral or written questioning to assess knowledge of compliance requirements and their impact on organisational objectives, processes and systems • review of authenticated compliance promotional documents or computer files 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.

Range Statement

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Range of operations</i> may include:	• full range of operations of an organisation at a particular site • full range of operations of an organisation distributed across multiple sites • full range of operations of an organisation, including mobile units such as vehicles, railway trains, maritime vessels and aircraft • operations of a particular section or organisational unit.
<i>Compliance requirements</i> may include:	• cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings): • anti-discrimination, including discrimination by race, sex, disability, religion, etc.; alcohol licensing, including licensing regulations covering clubs, pubs, licensed premises, etc.; aviation • bankruptcy • chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit • education, electricity, environmental protection, equal opportunity • financial services, including banking; fire; food hygiene; freedom of information; freight forwarding • gambling, gene technology • health, human rights • insurance, immigration, intellectual property • land management • maritime, mining • pharmaceuticals, patents, privacy • quarantine • racing, rail transport, road transport • safety, including cross-industry generic regulations as well as industry, equipment or product-specific subcategories, e.g. marine safety, rail safety, food safety, aviation safety, road safety, dangerous goods, construction safety, mine safety, etc.; security; sewage; superannuation • taxation, telecommunications, tobacco, trade practices and consumer protection

RANGE STATEMENT	
	• water supply, workers compensation, workers rehabilitation • different types of internal and external compliance requirements, including: • accreditation requirements of an institute, professional organisation or registration body • internal policies, procedures, standards or codes of practice of an organisation • regulations of a state or territory, national or international regulatory authority • requirements for certification under statutory licensing systems • statutory standards or codes of practice.
Information on internal and external compliance requirements may include:	• internal policies, standard operating procedures, standards, and codes of practice • published material relevant to compliance held in either internal or external libraries • relevant legislation, regulations and licensing requirements pertinent to the organisation's operations and sphere of business.
Search resources may include:	• computer terminals linked to data sources either via the internet, internal networks, or CDs • library resources and materials, including compliance-related books, journals, manuals, standards, CDs and other multimedia resources • published information on such things as relevant legislation, regulations, licensing requirements, codes of practice and Australian standards.
Relevant Australian and international standards may include:	• AS 3806:2006 Compliance programs • AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations • AS ISO 15489:2004 Records management • AS/NZS 4360:2004 Risk management.
Jurisdictions of laws, regulations, industry and organisational codes and standards may include:	• global • industry • local • national • organisational • state or territory.
Information on relevant compliance	• correspondence, emails and other written information provided by internal and external personnel contacted

RANGE STATEMENT	
requirements may include:	- during search activities - information downloadable from relevant websites - newsletters, bulletins and information sheets and other similar periodic documentation distributed by relevant regulatory authorities and standards bodies - published information on legislation, regulations, codes of practice, standards, licensing requirements, standard operating procedures, etc. - records of conversations and meetings with relevant internal and external personnel.
Relevant internal personnel may include:	- board of directors - chief executive officer - compliance management team - compliance specialists at the operational level - frontline managers - senior management team.
Relevant external personnel may include:	- legal and business advisors and consultants with expertise in compliance management - representatives of professional associations and institutes relevant to the organisation's operations and sphere of business - representatives of relevant authorities in pertinent compliance areas.
Relevant personnel performing specific compliance management functions may include:	- compliance management consultants - compliance management officers - compliance managers - legal personnel specialising in compliance management - line managers with specific compliance functions.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, licensing and risk - compliance

Co-requisite units

Co-requisite units		

BSBCOM502B Evaluate and review compliance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to evaluate and review an organisation's compliance program/management system and how it is fulfilling its obligations and responsibilities under applicable compliance requirements. This unit has been designed to be consistent with AS 3806:2006 Compliance 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 managers with responsibility for evaluating and reporting on the operation and effectiveness of an organisation's planned compliance program/management system to ensure that compliance is an integral part of normal business operations. It also applies to individuals working as an owner-manager (where it would be part of their broad role), as a senior manager in a small organisation, as an external consultant or as a section or frontline manager in an operational unit within the organisation. In addition, it applies to members of a compliance management team or a frontline manager within a larger organisation. Application of this unit must be consistent with the pertinent sections of relevant Australian and international standards and legislative requirements including: AS 3806:2006 Compliance programs, AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations, AS/NZS 4360:2004 Risk management and AS ISO 15489:2004 Records management.

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 the evaluation plan	1.1. Obtain details of the organisation's compliance policies, objectives and assessment criteria 1.2. Obtain and interpret information on current <i>compliance requirements</i> applicable to the organisation 1.3. Develop a suitable <i>evaluation methodology</i> to enable sufficiently valid and reliable outcomes for

ELEMENT	PERFORMANCE CRITERIA
	the required research and suitable arrangements for both internal and external monitoring processes 1.4. Prepare the <i>evaluation plan</i> for the proposed project including the detailing of established evaluation criteria and the data to be collected 1.5. Obtain approval of plan from relevant internal and/or external personnel
2. Gather required evaluation data	2.1. Collect relevant <i>evaluation data</i> on how the organisation is fulfilling its compliance requirements using appropriate techniques and sources in accordance with the agreed evaluation plan 2.2. Organise, interpret and review collected data against established evaluation criteria including those specified in <i>relevant Australian and international standards</i> 2.3. Discuss ambiguities, uncertainties and problems experienced while interpreting collected data and address appropriately in conjunction with <i>relevant internal and/or external personnel</i> 2.4. Organise interpreted evaluation data for later analysis
3. Analyse the collected data	3.1. Analyse evaluation data in accordance with planned methodology 3.2. Review and discuss outcomes and findings of the analysis with relevant internal and/or external personnel
4. Determine evaluation findings and outcomes	4.1. Develop and discuss preliminary findings and any identified issues with relevant internal and/or external personnel 4.2. Undertake any additional data collection and analysis required to clarify aspects of findings, issues and related action options if necessary 4.3. Prepare recommendations for any action to improve identified deficiencies in conjunction with relevant internal and/or external personnel
5. Document and disseminate the outcomes and recommendations of the evaluation	5.1. Prepare a draft report of the outcomes, findings and recommendations of the compliance evaluation in accordance with the agreed structure and format and distribute to relevant internal and/or external personnel for comment and feedback 5.2. Edit the report based on the feedback obtained

ELEMENT	PERFORMANCE CRITERIA
	5.3. Proofread the report in preparation for publishing 5.4. Ensure the report of outcomes, findings and recommendations of the evaluation is signed off by <i>authorised personnel</i> 5.5. Produce and disseminate the report to nominated internal and external personnel in accordance with agreed arrangements

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- interpersonal skills to contribute to a positive culture of compliance within an organisation
- investigative skills to evaluate and review compliance
- project management skills to:
 - develop project plans
 - manage other personnel involved in the evaluation activity
 - meet project timelines
 - manage project finances
- interpersonal skills to relate to internal and external personnel and in particular those representing relevant regulatory authorities, professional institutes and organisations, standards organisations
- research and evaluation skills to:
 - conduct literature searches and internet searches
 - analyse and organise evaluation data using appropriate techniques
 - conduct various types of evaluation surveys
 - conduct quantitative data analysis using appropriate techniques
- technical skills to use communications technology effectively.

Required knowledge

- evaluation methods and techniques suitable for compliance related evaluation and review
- sources of data relevant to compliance related evaluation and review
- relevant Australian and international standards including but not limited to:
 - AS 3806:2006 Compliance programs

REQUIRED SKILLS AND KNOWLEDGE

- AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations
- AS ISO 15489:2004 Records management
- AS/NZS 4360:2004 Risk management quantitative and qualitative data analysis techniques relevant to compliance related evaluation
- elements of compliance program/management systems including:
 - documentation of compliance requirements relevant to the organisation
 - compliance management functions, accountabilities and responsibilities within the organisation
 - compliance related management information systems
 - record keeping systems required for compliance management
 - liaison procedures with relevant internal and external personnel on compliance related matters
 - breach management policies and processes including the identification, classification, investigation, rectification and reporting of breaches in compliance requirements
 - compliance reporting procedures
 - corporate induction and training processes related to compliance management
 - processes for the internal and external promulgation and promotion of information on compliance requirements and compliance program/management system
 - compliance complaints handling systems
 - continuous improvement processes for compliance including monitoring, evaluation and review
 - strategies for developing a positive compliance culture within the organisation
 - techniques and performance indicators for monitoring the operation of a compliance program/management system
 - reporting processes on compliance management including reports on breaches and rectification action
- relevant organisational policies and procedures including:
 - compliance plans and policies in various compliance areas
 - organisational standards for operations and ethics.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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: • completion of project work which comprehensively evaluates how an organisation is fulfilling its compliance requirements • knowledge of evaluation methods and techniques suitable for compliance related evaluation and review.
Context of and specific resources for assessment	Assessment must ensure: • access to relevant published material and such as: • organisational policies, standard operating procedures, procedures and plans • relevant legislation, regulations, licensing requirements, codes of practice, standards • compliance evaluation reports • access to the relevant internal and external data files • access to appropriate computer resources for online searching, data processing and analysis, and report preparation and editing.
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: • observations of activities undertaken to evaluate compliance requirements • assessment of reports evaluating the performance and effectiveness of existing compliance systems and processes • direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate • observations of interactions with internal and external stakeholders while evaluating compliance requirements • oral or written questioning to assess knowledge of the effectiveness of compliance systems and processes and their impact on organisational objectives, processes and systems • review of evaluation plan • assessment of dissemination of the report.

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 compliance 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.

Compliance requirements may include:

- different types of external and internal compliance requirements including:
 - accreditation requirements of an institute, professional organisation or registration body
 - internal policies, procedures, standards or codes of practice of an organisation
 - regulations of a state/territory, national or international regulatory authority
 - requirements for certification under statutory licensing systems
 - statutory standards or codes of practice
- cross-industry, industry-specific and internal organisational compliance requirements in such areas as (examples in alphabetical groupings):
 - anti-discrimination (including discrimination by race, sex, disability, religion, etc.), alcohol licensing (licensing regulations covering clubs, pubs, licensed premises, etc.), aviation
 - bankruptcy
 - chemical use, child protection, construction, conveyancing/real estate, copyright, corporate governance, customs, credit
 - education, electricity, environmental

RANGE STATEMENT	
	protection, equal opportunity • financial services (including banking), fire, food hygiene, freedom of information, freight forwarding • gambling, gene technology • health, human rights • insurance, immigration, intellectual property • land management • maritime, mining • pharmaceuticals, patents, privacy • quarantine • racing, rail transport, road transport • safety (including cross-industry generic regulations as well as industry, equipment or product-specific sub-categories e.g. marine safety, rail safety, food safety, aviation safety, road safety, dangerous goods, construction safety, mine safety, road safety, etc.), security, sewage, superannuation • taxation, telecommunications, tobacco, trade practices and consumer protection • water supply, workers compensation, workers rehabilitation
<i>Evaluation methodology</i> may include:	• analysis of complaints recorded involving compliance requirements • analysis of feedback from clients, suppliers, internal managers and personnel • assessment of information contained in the organisation's management information system • collection of operational data • desk analysis • drafting and editing of the evaluation report • literature searches including internet searches • review of reports from relevant compliance authorities and organisations • surveys of relevant internal and external personnel including interviews, focus groups, questionnaires
<i>Evaluation plan</i> may include:	• details of the applicable compliance

RANGE STATEMENT	
	- requirement and related evaluation criteria - evaluation methodology - milestones - personnel required including evaluation project manager, the evaluation team and those who may be consulted during the course of the evaluation activities - resource requirements and related costs - timelines
<i>Evaluation data</i> may include:	- completed survey questionnaires - documentation on feedback and complaints involving compliance requirements - operational data pertinent to the fulfillment of compliance requirements - published documents including papers, standards, regulations - quantitative data collected from various sources - records of interviews, meetings or focus group workshop outcomes - records of telephone conversations - written correspondence including letters, faxes, emails
<i>Relevant Australian and international standards</i> may include:	- AS 3806:2006 Compliance programs - AS ISO 10002:2006 Customer satisfaction - Guidelines for complaints handling in organizations - AS ISO 15489:2004 Records management - AS/NZS 4360:2004 Risk management
<i>Relevant internal personnel</i> may include:	- board of directors - chief executive officer - compliance management team (where relevant) - compliance specialists at the operational level - frontline managers - senior management team
<i>Relevant external personnel</i> may include:	- chief executive officers and managers in organisations with an interest in the compliance issues being researched - legal and business advisors and consultants with expertise and interest in compliance requirements and related management systems - representatives of professional associations and institutes relevant to the organisation's

RANGE STATEMENT	
	operations and sphere of business representatives of relevant authorities in pertinent compliance areas
<i>Authorised personnel</i> may include:	- chief executive officer or manager in an organisation - evaluation project manager - evaluation steering committee (where applicable) - nominated representative of educational institution/s or organisation/s - nominated representative of professional association/s or institute/s - nominated representative of regulatory authority

Unit Sector(s)

Unit sector	

Competency field

Competency field	Regulation, Licensing and Risk - Compliance

Co-requisite units

Co-requisite units		

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		

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 <i>personal philosophy of trustworthy and ethical behaviour</i> 1.2. Maximise the possibilities of sustaining creative partnerships through trustworthy and ethical behaviour 1.3. Use <i>professional discretion and judgement</i> in dealing with others 1.4. Acknowledge and respect the <i>different ways that different people may contribute</i> 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 <i>belief in personal ideas</i> , combined with a willingness to move on as ideas are discarded and

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.

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

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.	
<i>Personal philosophy of trustworthy and ethical behaviour</i> 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

RANGE STATEMENT	
<i>Professional discretion and judgement</i> 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
<i>Different ways that different people may contribute</i> 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
<i>Belief in personal ideas</i> 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
<i>Language</i> 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
<i>Demeanour</i> 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

RANGE STATEMENT	
	• other non-verbal behaviour • understanding the balance between constructive comment and attention seeking
<i>Movement and shift of ideas</i> 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		

BSBCRT403A Explore the history and social impact of creativity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the history and social impact of creativity. 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 develop and apply knowledge of the history of creativity at a broad rather than deep level. Understanding the concept of creativity, how creative people think and how creativity has been applied through history can provide individuals with inspiration and ideas to take into their own work and lives. More complex research on theories of creativity is found in BSBCRT601A Research and apply concepts and theories of creativity.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

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 the history of creativity	1.1. Identify relevant <i>sources of information</i> on the history of creativity 1.2. Investigate and review different definitions of creativity and how these relate in an historical context 1.3. Assess the ways that individuals and collaborative groups have demonstrated creativity 1.4. Explore the relationship between creativity and different cultures and relate these to current contexts
2. Assess the impacts of creativity	2.1. Explore the <i>impacts of creativity</i> on the ways that people live and work 2.2. Explore the ways in which creativity has occurred in <i>different fields of human endeavour</i> 2.3. Determine and evaluate the <i>factors that affect the presence or extent of creativity</i> in a given situation
3. Evaluate the potential for enhancing	3.1. Extract key information and ideas from the history of creativity for possible relevance to own life and

ELEMENT	PERFORMANCE CRITERIA
creativity in own life	work 3.2. Discuss and explore ideas with others 3.3. Reflect on how creativity or creative thinking might be integrated into own life and work 3.4. Identify and access <i>opportunities to build own creative thinking skills</i>

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 explore ideas about creativity with others
- comprehension skills to interpret information dealing with potentially complex ideas.

Required knowledge

- impact of creativity at different points in history, including contemporary perspectives
- potential links between the history of creativity and current individuals and communities
- sources of information on the history and social impact of creativity
- ways in which different factors impact on creativity and how it is demonstrated in various cultural 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

Evidence of the following is essential:

- knowledge and understanding of the history and

EVIDENCE GUIDE	
competency in this unit	social impact of creativity, including its contemporary relevance to individuals and communities.
Context of and specific resources for assessment	Assessment must ensure: • access to sources of information on the history of 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 candidate's exploration of creativity and its impact, demonstrated through oral or written presentation • oral or written questioning to assess knowledge of creativity in an historical and contemporary context • review of identification of opportunities to build own creative 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.	
<i>Sources of information</i> may include:	• artistic works (visual, aural, oral) • arts co-operatives • clubs • friends and family • internet • printed references and texts • production teams

RANGE STATEMENT	
<i>Impacts of creativity</i> may include:	• archaeological discoveries • botanical/anthropological discoveries • change in nature of communication between individuals and communities • changed relationships between gender and generations • changes in style • conservative versus adventurous culture and social mindset • improvement in living conditions • new products and services • reduced costs • scientific discoveries • sudden or gradual political change • totally new ways of undertaking tasks
<i>Different fields of human endeavour</i> may be:	• agriculture • arts • science • subsistence - primitive societies • technology
<i>Factors that affect the presence or extent of creativity</i> may include:	• culture • economic • environmental • family • friends • political • right time and place • social
<i>Opportunities to build own creative thinking skills</i> may include:	• attendance at seminars • participation in creative activities • reviewing and adapting own communication skills • using new approaches to work • working in creative communities

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Creative Thinking

Co-requisite units

Co-requisite units		

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 as 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.

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 <i>existing information that informs new concept development</i> 1.2. Where appropriate, identify and use gaps in current range of <i>products, programs, processes or services</i> as the catalyst for generating new ideas or concepts 1.3. Expand the potential of new ideas through <i>exploration of opportunities beyond the obvious</i>

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

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 <i>implementation specifications</i> 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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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	

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Existing information that informs new concept development</i> may include:	• creative brief • market research • organisational vision • personal vision and creative aspiration
<i>Products, programs, processes or services</i> 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
<i>Exploration of opportunities beyond the obvious</i> 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
<i>Factors</i> may include:	• codes of practice • content • cost effectiveness • features of interactive digital media products:

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

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

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		

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.

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 <i>research techniques</i> to source information about creativity 1.2. Identify and explore potential <i>new, emerging and alternative sources of ideas and thinking</i> about creativity 1.3. Expand own knowledge and understanding of creativity through review and <i>critical analysis</i> of information 1.4. Analyse, compare and contrast a <i>range of theoretical perspectives and thinking</i> 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

ELEMENT	PERFORMANCE CRITERIA
	of <i>own work and life experience</i> 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 <i>benefits to individuals, businesses and the community</i>
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 <i>substantiated positions</i> in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates <i>clarity of thought and conceptual understanding</i> 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).

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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	

Range Statement

RANGE STATEMENT

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

<i>Research techniques</i> 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
<i>New, emerging and alternative sources of ideas and thinking</i> 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
<i>Critical analysis</i> 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

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
<i>Range of theoretical perspectives and thinking</i> may be:	• economic • environmental • geographic • heritage • historical • local, national, international • political • philosophical • social/cultural • style/design
<i>Own work and life experience</i> 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
<i>Benefits to individuals, businesses and the community</i> may include:	• adaptability • better individual and business relationships • capacity for innovation and invention

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
<i>Substantiated positions</i> 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)
<i>Clarity of thought and conceptual understanding</i> 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	

Co-requisite units		

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

	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

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.

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

	• 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

BSBDES301A Explore the use of colour

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore the use of colour and to apply colour theory. 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 whose work involves the effective use of colour, and who needs to understand the basics about the way colours work. Artists, designers, photographers, lighting technicians, digital media specialists and visual merchandisers are just a few examples of people who need these skills.

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. Source information on colour and colour theory	1.1. Identify and access <i>sources of information on colour and colour theory</i> 1.2. Evaluate and collate information to build a knowledge of colour and its application in different contexts
2. Experiment with colour	2.1. Test different colours and colour combinations through <i>experimentation</i> 2.2. Use own ideas as a way of testing, challenging or confirming colour theory 2.3. Ensure safe use of <i>materials, tools and equipment</i> during experimentation with colour
3. Communicate concepts and ideas through use of colour	3.1. Investigate how colour might be used to communicate a particular <i>idea or concept</i> 3.2. Select materials, tools and equipment relevant to the idea or concept 3.3. Apply colour in a way that communicates the concept or idea based on own knowledge of colour and colour theory 3.4. Review and reflect on own use of colour and what it communicates 3.5. Seek and obtain feedback from others about the way colour has been used and its success in communicating the concept or idea

ELEMENT	PERFORMANCE CRITERIA
	3.6. Present and store work any <i>samples</i> in a way which takes account of the need for professional presentation and potential relevance for future work

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 information about colour and colour theory
- numeracy skills to calculate quantities and proportions of different colours
- visual literacy skills to make judgements about the way that different colours work together and in conjunction with other elements.

Required knowledge

- colour attributes and colour relationships
- different colour theories and their applications to different contexts
- emotional, cultural and situational aspects of colour
- individual interpretation and choice in relation to the use of colour, and the potential limitations of theory
- materials, tools and equipment required to experiment with colour in relevant contexts
- ways in which other practitioners use colour in their 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:

- effective use of colour to communicate a concept or idea

EVIDENCE GUIDE	
	knowledge of colour theory, the effects of colour and its potential use in different contexts.
Context of and specific resources for assessment	Assessment must ensure: access to materials, resources and equipment needed to apply colour in the relevant work 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 - evaluation of colour samples produced by the candidate to communicate a concept or idea - oral or written questioning to assess knowledge of colour theory and use of colour by different practitioners.
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.	
<i>Sources of information on colour and colour theory</i> may include:	- anecdotal sources, personal observation - art and design work - books and magazines - characteristics of materials, for example paints, pigments - scientific texts - web-based resources
<i>Experimentation</i> may involve playing with:	application of light, for example in a theatrical context

RANGE STATEMENT	
	• colour attributes in hue, chroma, value • colour grading • colour models (emotional, physical and psychological effects of colour) • colour scales • colour schemes • effective colour relationships, for example harmonies and discords
Materials, tools and equipment may include:	• air brushes • brushes • cardboard • digital equipment • fabrics/textiles/plastics • glue • gouache, watercolour, acrylic • hand tools • light sources/equipment • lighting gels • measuring tools • pastels, colour pencils, crayons • range of papers • receptacles • rulers • software • sponges • spray gun
Idea or concept to be communicated may relate to a huge range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • jewellery design • lighting designs • object or product design • sign making • theatrical props, sets or scenic art
Samples may be:	• colour wheels • colour swatches • constructed

RANGE STATEMENT	
	• digital output • drawn, painted, printed • photographs • sample boards • transitory, for example natural and artificial lighting effects

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES302A Explore and apply the creative design process to 2D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 2 dimensional (2D) forms. 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 the creative design process to the development of 2-dimensional forms. The unit underpins many other specialised design units.

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. Source information on 2-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 2-dimensional design 1.2. Evaluate and collate information to build a knowledge of 2-dimensional design
2. Explore the creative design process for 2-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 2-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 2-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 2-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 2-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

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 ideas and to have discussions about design concepts with others
- literacy skills to read and interpret information about 2-dimensional design
- visual literacy skills to make judgements about the application of the design process to 2-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 2-dimensional forms
- materials, tools and equipment required for the design of 2-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 2-dimensional forms.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - production of a range of samples or concept realisations which show the creative application of processes to 2-dimensional forms - knowledge of the design process as it applies to 2-dimensional work.
Context of and specific resources for assessment	Assessment must ensure: access to the materials resources and equipment needed to apply design processes to 2-dimensional forms.
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 samples or concept realisations produced by the candidate and interrogation of the creative process used - oral or written questioning to assess knowledge of 2-dimensional design.
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.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Sources of information</i> may include:	- anecdotal sources, personal observation - art and design work - books and magazines

RANGE STATEMENT	
	• natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> 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
<i>Experimentation</i> may involve consideration of:	• contrast • direction • exploring tonal range to produce illusion of 3-dimensionality • harmony • linear perspective • mark making • modelling volume through marks and tone • pattern

RANGE STATEMENT	
	• positive and negative shape • proportion • rhythm • shape • size • texture • tone
Concept or idea to be communicated may relate to a range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
Materials, tools and equipment may include:	• cardboard • air brushes • cutting blades • digital equipment • found materials • glue • inks and washes • markers • measuring tools • pencils • pens and nibs • range of brushes • range of papers • receptacles • relevant and current software • rulers • scissors • spatulas • sponges • spray guns
Concept realisations or samples may be:	• digital output • drawn, painted, printed, collaged • photographs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES303A Explore and apply the creative design process to 3D forms

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to explore and creatively apply the design process to the development of 3 dimensional (3D) forms. 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 the creative design process to the development of 3-dimensional forms. The unit underpins many other specialised design units.

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. Source information on 3-dimensional design	1.1. Identify and access relevant <i>sources of information</i> on 3-dimensional design 1.2. Evaluate and collate information to build a knowledge of 3-dimensional design
2. Explore the creative design process for 3-dimensional forms	2.1. Use <i>creative thinking techniques</i> to generate a range of ideas and options 2.2. Use <i>experimentation</i> to explore and challenge a range of different ideas 2.3. Challenge assumptions, reflect on ideas and refine approaches 2.4. Consciously change perspective, and evaluate ideas and situations in new ways
3. Communicate concepts or ideas through application of design processes to 3-dimensional forms	3.1. Investigate and reflect on how a particular <i>concept or idea</i> might be communicated in a 3-dimensional form 3.2. Select <i>materials, tools and equipment</i> relevant to the realisation of the concept or idea 3.3. Apply a creative design process to produce a range of 3-dimensional concept realisations 3.4. Reflect on own application of design process and success in communicating the concept or idea 3.5. Seek and obtain feedback from others about the 3-dimensional form and its success in

ELEMENT	PERFORMANCE CRITERIA
	communicating the concept or idea 3.6. Present and store <i>concept realisations or samples</i> in a format which takes account of the need for professional presentation and potential value for future work

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 ideas and to have discussions about design concepts with others
- literacy skills sufficient to read and interpret information about 3-dimensional design
- visual literacy skills to make judgements about the application of the design process to 3-dimensional forms.

Required knowledge

- copyright, moral rights, intellectual property issues and legislation, and their impact on aspects of design
- creative thinking techniques that can be used as part of the design process
- elements and principles of design as applied to 3-dimensional forms
- materials, tools and equipment required for the design of 3-dimensional forms in the relevant work context
- notion of individual interpretation and choice within the design process
- particular challenges and issues in the design of 3-dimensional forms
- relationships between form and space.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

EVIDENCE GUIDE	
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 range of samples or concept realisations which show the creative application of the processes to 3-dimensional forms - knowledge of the design process as it applies to 3-dimensional work.
Context of and specific resources for assessment	Assessment must ensure: access to the materials resources and equipment needed to apply design processes to 3-dimensional forms.
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 samples or concept realisations produced by the candidate and interrogation of the creative process used - oral or written questioning to assess knowledge of 3-dimensional design.
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.

Range Statement

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

RANGE STATEMENT	
include:	• art and design work • books and magazines • natural and manufactured forms, objects and/or structures • optics, including single and multiple vanishing points • scientific texts • web-based resources
<i>Creative thinking techniques</i> 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
<i>Experimentation</i> may involve consideration of:	• bending • binding • cutting • folding • mass • moulding and modelling

RANGE STATEMENT	
	• pasting and taping • positive and negative forms • proportion • relationships of form to form and form to space • rhythm • shape • size • stitching • stretching • symmetry, asymmetry, balance • tone • twisting
Concept or idea to be communicated may relate to a range of activities such as:	• advertising and promotion • artistic works • exhibitions or events • fashion designs • interactive digital media products • interior designs • sign making
Materials, tools and equipment may include:	• brushes • buckets and containers • clamps • clays and other plastic compounds (plasticene, plaster) • cutting tools (scissors, knives blades) • drill • fibres, tape, string • foamcore, polystyrene • found materials • glue • hammer • measuring tools • nails, screws, wire • papers, cardboard and paper pulp • pliers • recycled materials • relevant and current hardware and software • saw • shaping tools (surform blades, planers, modelling and carving tools)

RANGE STATEMENT	
	• wood, metal, fabric, plastic
<i>Concept realisations or samples</i> may be:	• digital output • fabricated and constructed works • models • prototypes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES304A Source and apply design industry knowledge

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to source, apply and update a general knowledge of the design 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 individuals who need to source and apply knowledge on the design industry to support professional design practice. The unit acknowledges the concept of a design industry and design as a discrete profession. BSBDES202A Evaluate the nature of design in a specific industry context is more appropriate for those involved in design related activity as part of a broader job role. Design is a practice based on problem solving, aesthetics, materials and processes. It refers to professional design of work involving two dimensions and forms in space which respond to a brief, and may relate to the design of digital media, graphics, illustrative work, industrial designs, events/exhibits, fashion, jewellery, fashion accessories, furniture, furnishing, interior or urban design.

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. Source and apply information on the structure and operation of the design industry	1.1. Identify and access <i>information on the design industry</i> and professional design practice 1.2. Use and analyse knowledge of the design industry appropriately, to inform own design practice and work
2. Source and apply knowledge on employment obligations and opportunities that impact on designers	2.1. Obtain information on <i>employment obligations and opportunities</i> in the design industry 2.2. Apply knowledge of employment obligations and opportunities appropriately, within day-to-day work activities
3. Seek information on new design technology	3.1. Correctly identify sources of <i>information on new technology</i> affecting different areas of design practice

ELEMENT	PERFORMANCE CRITERIA
	3.2. Investigate relevant technologies to assist effective work performance
4. Update industry knowledge	4.1. Identify and use a range of <i>opportunities to update knowledge of the design industry</i> and monitor current <i>issues of concern</i> to the industry 4.2. Share updated knowledge with colleagues and peer group as appropriate, and incorporate into day-to-day work activities
5. Apply information on ethical and legal work practices	5.1. Source <i>information on ethical and legal work practices</i> in the context of design 5.2. Share updated knowledge on ethical and legal work practice in day-to-day work activities

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to share industry information in day-to-day activities
- learning and self-management skills to take responsibility for ongoing learning and development
- research and literacy skills to source and interpret industry information.

Required knowledge

- concept of a design industry, what it means, the typical questions and issues about whether a design industry exists, and how a design industry relates to other industries
- copyright, moral rights and intellectual property issues and legislation, and their impact on the design industry
- current and emerging technologies used within the design industry
- design industry including different sectors and their interrelationships, plus the historical development of the industry
- etiquette and ethics as they apply to key design disciplines within the industry
- global nature of design activity
- impact of convergence in the design industry
- key design disciplines, how they interrelate and key roles and responsibilities
- key design industry terminology
- nature, role and functions of unions and employer associations, including rights

REQUIRED SKILLS AND KNOWLEDGE

- and responsibilities of employers and employees
- obligations of employees, including attendance, ethical behaviour, taking directions, confidentiality, work performance, safety and care
- obligations of employers, including safe system of work and non-discrimination
- sources of information on the design industry and ways of maintaining current industry 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:

- knowledge of the design industry, design as a profession and the relationship between design and other industries
- application of industry knowledge to work activities, maximising effective performance
- knowledge of ways to maintain currency in design industry trends and practice.

Context of and specific resources for assessment

Assessment must ensure:

- access to sources of information on the design industry.

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 different aspects of the design industry.

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.

Information on the design industry should relate to:

- different sectors, and products and services available
- economic and social significance of the industry
- industry structure
- prominent design practitioners, companies and practices
- relationship between design and allied industries such as:
 - film, television, radio, digital media
 - journalism
 - manufacturing
 - music
 - photoimaging
 - retail
 - scientific/medical
 - sport
 - tourism
 - visual arts and craft

Employment obligations and opportunities may relate to:

- best practice models
- career opportunities
- professional associations
- roles, responsibilities and employment rights of contracted workers
- unions and employer bodies

Information on new technology may relate to:

- advances in technology and equipment
- 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

RANGE STATEMENT	
<i>Opportunities to update knowledge of the design industry</i> may relate to:	• conferences, symposiums, workshops, master classes • discussions with industry practitioners and colleagues • exhibitions/events • expositions • 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
<i>Issues of concern</i> to the industry may be related to:	• changing nature of the marketplace • convergence • government initiatives • industry expansion • labour issues
<i>Information on ethical and legal work practices</i> may relate to:	• contracts • copyright, moral rights and intellectual property issues • legal requirements • permits

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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		

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 <i>sources of information</i> on design history and theory 1.2. <i>Organise research material</i> 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. <i>Evaluate information</i> 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

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

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.	
<i>Sources of information</i> 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
<i>Information</i> may relate to:	• aesthetics • criticism • cultural issues • gender and identity issues

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
<i>Organising research material</i> may include:	• databases • diagrams, charts • digital storage systems • files, scrapbooks, diaries • mind maps • sketches
<i>Evaluating information</i> 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		

Co-requisite units		

BSBDES402A Interpret and respond to a design brief

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to interpret and creatively respond to a design brief through the production 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 working in any industry or design context where work is prescribed by a commissioning agent/client in the form of a brief. The unit is holistic in nature and focuses on the integration of the creative, communication and planning processes that support effective response to a design brief. In practice, this unit supports and is supported by other units describing the specialist skills and knowledge required by specific design disciplines. Work is carried out independently, although guidance would be available if required. Skills involving the more complex process of negotiating and refining a design brief, or managing the production process are found in BSBDES502A Establish, negotiate and refine a design brief and BSBDES601A Manage design realisation.

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 design brief	1.1. Correctly interpret the <i>specifications</i> of the <i>design brief</i> 1.2. Establish and clarify user or client for the proposed product/service to inform design decisions 1.3. Identify and clarify specifications, <i>parameters or constraints</i> of the design brief in consultation with relevant colleagues 1.4. Source and evaluate <i>information pertinent to design brief</i>
2. Explore and develop design concept	2.1. Generate ideas for design concept through research, exploration and experimentation 2.2. Develop initial design concept consistent with design brief parameters 2.3. Evaluate and explore options for refining the concept

ELEMENT	PERFORMANCE CRITERIA
	to best meet design brief parameters 2.4. Refine options and select the approach which best meets design brief requirements
3. Liaise with client	3.1. Agree on communication process and frequency of communication with the client 3.2. Present concepts for work at appropriate stages during design process as required 3.3. Present and explore different options and creative ideas with client when appropriate 3.4. Pro-actively seek and act on client feedback 3.5. Reach agreement on concept for work which complies with design brief
4. Plan production of work	4.1. Assess specific design production risks 4.2. Identify all components required to produce a prototype 4.3. Assess technical requirements for production against specified guidelines 4.4. Identify and consult with support services required for production 4.5. Produce a prototype and evaluate against design brief requirements 4.6. Analyse prototype and determine any further adjustments to production requirements 4.7. Finalise production specifications supported by accurate and complete documentation
5. Complete production of work	5.1. Collect and/or organise required components for the work 5.2. Produce or monitor the production of work ensuring all parameters of design brief are met 5.3. Accurately document work progress in a format appropriate to the nature of the design and requirements of design brief 5.4. Seek client approval for work where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE	
Required skills	
• communication skills to liaise with clients and colleagues on design concepts, and to effectively present potentially complex ideas • creative thinking skills to generate and explore a range of possible responses to design brief requirements • critical thinking and problem-solving skills to work out different ways of meeting different design and production challenges • Research, literacy and analytical skills to interpret a brief and to source and evaluate information pertinent to the brief • planning and organisational skills to integrate and coordinate creative, communication and planning issues into the work process • self-management skills to take pro-active responsibility for all the elements involved in responding to a design brief.	
Required knowledge	
• copyright, moral rights and intellectual property issues and legislation relevant to the ways design concepts are developed and presented • different ways of presenting, communicating and documenting design concepts (as relevant to the context of work) • format of design brief typically used in the relevant industry or design context • principles and key features of project management relevant to a design project • specific project management factors that apply to a design project • terminology typically used in a range of design briefs.	

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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: • effective response to the requirements of at least two design briefs, including interpretation, concept development, communication and production planning • knowledge of copyright, moral rights and intellectual

EVIDENCE GUIDE	
	property issues and legislation relevant to the ways design concepts are developed and presented.
Context of and specific resources for assessment	Assessment must ensure: - access to the materials resources and equipment needed to interpret design brief, source information pertinent to design brief and to respond to design brief within its parameters - interaction with others to reflect the communication and collaboration aspects of this unit.
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 design documentation and completed work undertaken by the candidate - oral or written questioning to assess knowledge of typical parameters and constraints for work in a given context, including practical production issues - evaluation of presentation made by the candidate to present concepts and to articulate the creative and other processes that lead to the development of final design concept.
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.

Range Statement

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

RANGE STATEMENT	
	• location • materials • media • quantity • scope of work • site • size • target group • timeframes
<i>Design brief</i> may be:	• written • diagrammatic • visual • verbal
<i>Parameters or constraints</i> may refer to:	• budgeting and financing arrangements • cost of production • legislative and regulatory requirements • outlets • number of items • purpose of item • timeframes
<i>Information pertinent to design brief</i> may be about:	• current trends in the application of materials, techniques, tools and equipment • design standards • health and safety • industry standards • legal, contractual, ethical and copyright considerations • material characteristics and capabilities • new technology and innovation • stylistic considerations
<i>Concepts for work</i> would usually be in written format and may include:	• computer generated text or diagrams, for example MS Word PowerPoint presentation • diagrams • drawings • photographs or digital images • text • video
<i>Agreement on the concept</i> may involve:	• development of an artist statement • discussion with client • discussion with other specialists (e.g. technical

RANGE STATEMENT	
	or production) • formal contract for the work • negotiation
Support services may involve:	• agencies • digital services • engineers • fabricators, for example for models, props, sets • hire studios and/or equipment • other specialists, for example make-up, stylists • production facilities • work assistants
Documentation may include:	• charts/diagrams • CD • data sheets with notes • drawings/sketches • illustrations • material samples • photographs or digital images • slides • specifications for fabricators • storyboard and text • video or DVD • written rationale or description

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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	

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

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

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

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.	
<i>Resources</i> 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

RANGE STATEMENT	
<i>Implementation stage</i> could be the point at which:	• marketing can commence • production can commence • production is confirmed • staff can be employed
<i>Factors that impact on the selection and use of resources</i> may relate to:	• environmental considerations • industry context • social or ethical issues • sustainability • technologies
<i>Legislative or organisational requirements</i> may relate to:	• commonwealth or state/territory legislation • licensing requirements • local regulations and standards • policies or procedures
<i>Techniques and processes to test the design solution</i> will depend on the nature of the design, and may include:	• colour tests • mock ups • models • practice pieces • samples • scenario testing • stress tests
<i>Key stakeholders</i> may include:	• client • employer • end user • peers • supervisor • technical experts • work colleagues
<i>Identified needs and other considerations</i> 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
<i>Appropriate format</i> may include:	• drawings or sketches - manual or computer aided design and drafting (CADD) • electronic presentation • verbal presentation • written notes with rationale or description

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

BSBDES502A Establish, negotiate and refine a design brief

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to work pro actively with a client or commissioning organisation to develop and negotiate a design 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	This unit applies to individuals working in any industry or design context where the designer plays a key role in determining the scope and nature of work required. This unit builds on BSBDES402A Interpret and respond to a design brief, which focuses on working with an established brief. Establishment, negotiation and refinement of a design brief requires the integration of highly developed creative thinking, communication and planning skills in a process that may not be linear. Adaptability and effective response to change and new ideas is crucial. 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.

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 design requirements	1.1. Identify and make appropriate contact with <i>relevant stakeholders</i> for the design project, in addition to the client 1.2. Identify and source <i>information and references relevant to the design project</i> 1.3. Undertake <i>critical analysis</i> of sources and extract key information to inform the design project 1.4. Liaise with client and other key stakeholders to determine <i>overall objectives and parameters</i> for the design project 1.5. Pro-actively seek, review and act upon information needed to inform constructive communication with client 1.6. Build trust and respect between self and client

ELEMENT	PERFORMANCE CRITERIA
	through effective use of communication skills and demonstration of professional integrity
2. Develop and refine design brief	2.1. Develop concepts and ideas for inclusion in design brief that take account of overall objectives and parameters 2.2. Undertake own analysis of concept and challenge ideas and approaches taken to ensure responsiveness to project needs 2.3. Present ideas in an appropriate format/medium and seek feedback from key stakeholders 2.4. Use effective communication techniques to generate discussion, debate and critical analysis 2.5. Re-evaluate and refine options based on own analysis and discourse with others 2.6. Establish and agree on final nature and scope of design brief with client and accurately document details
3. Negotiate terms and conditions	3.1. Negotiate and agree terms and conditions of the brief in accordance with relevant organisational and professional standards 3.2. Clarify, agree and document roles and responsibilities of those involved in the project 3.3. Confirm agreements in writing in accordance with organisational requirements 3.4. Identify the need for and seek specialist advice in developing, formal agreements or contracts where appropriate

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication, presentation and negotiation skills to work with clients to establish and refine design briefs
- creative thinking skills to generate and develop concepts and ideas for the design brief, including responses to situations where parameters may be quite broad and open or very restrictive

REQUIRED SKILLS AND KNOWLEDGE

- literacy skills to research and evaluate a wide range of source materials for the development of ideas and concepts
- numeracy skills to develop realistic costings for realisation of design concept
- planning and organisational skills to guide and coordinate the process of negotiating and finalising a design brief
- problem-solving skills to pro-actively identify and develop effective solutions to complex challenges of a varied and unpredictable nature
- self-management skills to take responsibility for driving and guiding the brief negotiation process.

Required knowledge

- copyright, moral rights and intellectual property issues and legislation that impact on design in the relevant work context
- legal issues that affect negotiations and contracts in the relevant work context
- scope, nature and potential variations within design briefs relevant to a specific context
- sources of information that inform the development of design concepts within a specific 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:

- practical demonstration of skills through the development and finalisation of at least two design briefs for a specific industry purpose
- effective collaboration and communication skills to work with others to develop and refine a design brief
- knowledge of the design process within the specific industry context/design discipline.

Context of and specific resources for assessment

Assessment must ensure:

- access to appropriate equipment and media to communicate and present ideas and concepts
- access to sources of information relevant to the

EVIDENCE GUIDE	
	industry context interaction with and involvement of others to reflect the collaborative nature of the work, and the communication and negotiation skills required.
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 brief in which the candidate has played a significant development role - evaluation of reports prepared by the candidate detailing the processes undertaken for establishing and refining the design brief, including challenges faced and lessons learned for the future - observation of discussions and negotiations with client and other stakeholders - oral or written questioning to assess knowledge of the process and issues surrounding legislation, industry context, sources of information - evaluation of candidate response to different scenarios to assess ability to adapt approach to different client requirements and contexts.
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.

RANGE STATEMENT	
<i>Relevant stakeholders</i> in addition to the client may include:	• authorities such as local council for outdoor event design • creative specialists • other designers • others involved in the project • production teams • technical specialists • venue managers
<i>Information and references relevant to the design project</i> may include:	• environment • financial information • legislative and regulatory requirements • music and/or film/video • oral history • organisational information • photographs and other artworks • project team members • promotional material • technical reports/data • texts and other written references • work of other designers/artists
<i>Critical analysis</i> may involve:	• considering how ideas may be adapted • considering how ideas may be challenged • drawing links between references and potential designs • evaluating work of other designers • making judgements about potential ideas in relation to the budget and available resources • making judgements about relevance of information and ideas
<i>Overall objectives and parameters</i> may relate to:	• audience • availability of materials, tools, equipment and human resources • budget constraints • conflicting competing demands • environmental sustainability • organisational vision • presentation venue/context • sponsorship • timeframe • triple bottom line (people, planet, profit)

RANGE STATEMENT	
<i>Appropriate format/medium</i> for presentation of ideas may include:	• checklists • digital presentation • drawings • electronic presentations • graphic formats • models • paintings • photographs • plans • prototypes • verbal description/oral presentation • video • visual diagrams
<i>Terms and conditions</i> may relate to:	• conceptual parameters • contracts • deliverables • legal and financial issues such as processes to be used • ownership and copyright • reporting • technical requirements • time lines
<i>Organisational and professional standards</i> may include:	• industry-accepted fee schedules • industry standards for written agreements • requirements for written agreements
<i>Organisational requirements</i> for confirming agreements may include:	• approval and ongoing communication processes

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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.

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 <i>relevant information on the design</i> 1.2. Discuss and agree on <i>standards of work and monitoring requirements</i> with <i>appropriate stakeholders</i> 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 <i>resources</i> 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

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

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.

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.	
<i>Relevant information on the design</i> may include:	• artwork • brief • checklists • financial data • models • production data • prototypes • specifications • technical data

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

Unit Sector(s)

Unit sector	

Competency field

Competency field	Design - Design Process

Co-requisite units

Co-requisite units		

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		

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 <i>formal and informal research strategies</i> to source <i>information on global design trends</i> 1.2. Identify and explore <i>new and alternative sources</i> 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 <i>critical analysis</i> 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 <i>substantiated positions and ideas</i> in

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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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.

Range Statement

RANGE STATEMENT

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

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
<i>Substantiated positions and ideas</i> 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		

BSBDES701A Research and apply design theory

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to research and apply different theories of design. 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 design, design theory and its application to professional design practice. The scope of the research activity has both significant depth and breadth. A broader, more general approach to the history and theory of design is covered by BSBDES305A Source and apply information on the history and theory of design.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units	

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 theory	1.1. Use a range of <i>research techniques</i> to source information about design theory 1.2. Identify and explore <i>new, emerging and alternative sources of ideas and thinking</i> about design 1.3. Expand own knowledge and understanding of design through review and <i>critical analysis</i> of information 1.4. Analyse, compare and contrast a range of <i>theoretical perspectives and thinking</i> on design
2. Apply theories of design to professional practice	2.1. Evaluate the relevance and application of different theories of design based on analysis of <i>own professional and personal experience</i> 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 and thinking about design may be applied in ways that provide <i>benefits to individuals, businesses and communities</i>

ELEMENT	PERFORMANCE CRITERIA
3. Develop, articulate and debate own perspectives on theories of design	3.1. Take a critical approach to different theories and reflect on own ideas and responses 3.2. Develop own <i>substantiated positions</i> in response to research and analysis 3.3. Articulate own positions in a manner which demonstrates <i>clarity of thought and conceptual understanding</i> of different theories and thinking 3.4. Debate own positions on design showing belief in own and 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

- communication skills to articulate and debate complex concepts
- critical thinking skills to analyse complex information, and to develop and substantiate own positions and responses to theories and thinking around design
- literacy skills to research information dealing with complex concepts and theories
- self-management skills to develop and substantiate own views and ideas.

Required knowledge

- different theories of design, including different historical perspectives and current and emerging thinking
- relationship between theories of design and design in practice (in a particular work or broader social context)
- relationships, similarities and differences at a conceptual and practical level between the concepts of design, innovation and creativity
- systemic impacts on design - social, economic, political and environmental.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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: • research into past, current and emerging theories of design • development of substantiated positions on design and its application in response to own analysis and research • knowledge of different theories and thinking on design 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 design.
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 design theory and its application • evaluation of candidate's participation in discussion and debate on theories of design
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.

Range Statement

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

RANGE STATEMENT	
regional contexts) may also be included.	
Research techniques may include:	• desk research • informal discussions • internet • interviews • literature reviews
New, emerging and alternative sources of ideas and thinking may include:	• current business theories • government policy • individual in any field of endeavour • innovative organisations • international 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 • developing criteria for evaluation • distinguishing relevant from irrelevant facts • examining and evaluating assumptions • exploring implications and consequences • generating and assessing solutions • debating and discussing • judging • making interdisciplinary connections • making plausible inferences and predictions • noting significant similarities and differences • questioning • reading and listening critically • reflecting
Theoretical perspectives and thinking may be:	• economic • environmental • historical • local, national and international • political • social/cultural
Own professional and personal	• evaluation of contexts in which creativity has

RANGE STATEMENT	
<i>experience</i> may include:	flourished • evaluation of different attitudes to design and the role of designers • observations of the ways people interrelate with the design process, of the ways people use and adapt designs in daily life • reflection on current political, social and cultural trends • reflection on own experience with any type design process • workplace experience
<i>Benefits to individuals, businesses and communities</i> may include:	• better individual and business relationships • capacity for innovation and invention • greater social cohesion • improved productivity and profit • psychological wellbeing of individuals and communities
<i>Substantiated positions</i> may be positions which are:	• grounded in appropriate research • result of rational and logical thought • subjected to the analysis of others • supported by relevant information
<i>Clarity of thought and conceptual understanding</i> 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	Design - Design Process

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>individual differences</i> in <i>colleagues</i> , clients and customers 1.2. Respond to differences sensitively 1.3. Ensure behaviour is consistent with <i>legislative requirements</i> and <i>enterprise guidelines</i> 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.

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

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.	
<i>Individual differences</i> may include:	• ability • age • belief systems/values • culture • expertise/experience/working styles • gender • interests • interpersonal style • language

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		

Co-requisite units		

BSBDIV701A Develop cross cultural communication and negotiation strategies

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to apply effective cross cultural communication and negotiation skills, and to develop these skills in others, in international education business contexts. 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 administrators with managerial responsibility who need to apply sound cross cultural communication and negotiation strategies in their business practice and to develop these skills in others. They will be managing education programs and projects in organisations from one or more international education sectors (schools, English language training organisations, vocational education and training, higher education, postgraduate education). These organisations could be onshore or offshore and could be public or private.

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. Analyse own organisation's international education practices using theoretical models of culture	1.1. Define the key elements of <i>culture</i> and <i>cultural diversity</i> from a range of perspectives 1.2. Investigate and analyse interaction between these key elements 1.3. Apply theoretical models of culture and cultural diversity to an international education provider context and own organisational practices
2. Evaluate cultural features of selected countries relevant to the business of education	2.1. Describe <i>significant events</i> that have shaped the identity of selected countries 2.2. Research and profile <i>key characteristics of education and training systems</i> in selected countries 2.3. Analyse and describe broad <i>cultural differences in learning behaviour</i> in selected countries 2.4. Research and evaluate teaching styles, educational

ELEMENT	PERFORMANCE CRITERIA
	practices, and delivery and assessment methods, in selected countries 2.5. Compare and contrast distinguishing features of business practices in selected countries
3. Develop cross cultural awareness strategies, and communication and negotiation skills in an international education setting	3.1. Identify and communicate ways in which cultural norms in the workplace operate to regulate, repress, tolerate and celebrate diversity 3.2. Evaluate potential impact of improved cross-cultural awareness on personal, educational and commercial interactions 3.3. Apply formal and informal coaching and training strategies to improve organisational cross-cultural communication practices and strategies 3.4. Determine appropriate criteria and strategies to evaluate effectiveness of communication and negotiation in an international education setting

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to interact and negotiate in a range of cross-cultural contexts in relation to the business of international education; to interact appropriately with students, co-workers, partners and other stakeholders
- initiative and enterprise skills to take account of cultural contexts, similarities and differences in cross-cultural communication
- learning skills to identify and apply multiple perspectives and interpretations, and appropriate protocols and language
- literacy skills to research academic theories of culture and to present them in plain English
- problem-solving skills to negotiate in difficult and complex situations
- teamwork skills to work effectively with groups and teams
- technology skills to research online and to use libraries for gaining knowledge and information about culture.

Required knowledge

- communication styles and methods, and cultural protocols for use with people from

REQUIRED SKILLS AND KNOWLEDGE

- a range of countries
- definitions of culture and cultural diversity based on a number of theoretical models
- identification of cultural bias inherent in any conceptual model of culture
- implicit and explicit similarities and differences within and between countries and cultures
- important cultural features of selected countries
- occupational health and safety protocols for interactions with people at work, particularly duty of care requirements
- personal cultural assumptions shaping expectations and outcomes
- sources of assistance for international students and visitors, including location of and access to interpreters
- special types of communications for the international education 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:

- applying cross-cultural knowledge and protocols
- effectively communicating with diverse groups and individuals in the work-related environment
- knowledge of communication styles and methods, and cultural protocols for use with people from a range of countries.

Context of and specific resources for assessment

Assessment must ensure:

- activities are related to an international education context
- access to education-related workplace context in which cross-cultural communication and negotiation are required.

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:

EVIDENCE GUIDE

	• direct questioning combined with review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate performance in researching issues in international education • evaluation of supervisor's reports on how the candidate applies knowledge of culture and cultural diversity • analysis of projects, responses to problem-based case studies/related task, completed records and reports developed by the candidate • review of analysis of interaction between the key elements of culture and cultural diversity • review of evaluation of teaching styles, educational practices, and delivery and assessment methods in selected countries • evaluation of formal and informal coaching and training strategies applied to improve organisational cross-cultural communication practices and strategies • oral or written questioning to assess knowledge of personal cultural assumptions shaping expectations and outcomes.
Guidance information for assessment	• Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • with other units in the qualification in which this unit is packaged.

Range Statement**RANGE STATEMENT**

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

Culture is:

- '...the set of distinctive spiritual, material, intellectual and emotional features of society or a social group ... it encompasses, in addition to art and literature, lifestyles, ways of living

RANGE STATEMENT	
	together, value systems, traditions and beliefs ... culture is at the heart of contemporary debates about identity, social cohesion, and the development of a knowledge-based economy.' (UNESCO Universal Declaration on Cultural Diversity 2002)
<i>Cultural diversity</i> is:	• '...the uniqueness and plurality of the identities of the groups and societies making up humankind.' (UNESCO Universal Declaration on Cultural Diversity 2002)
<i>Significant events</i> may include:	• cultural • economic • historical • physical and geographic • political • religious
<i>Key characteristics of education and training systems</i> may include:	• changes and trends • cultural, religious and secular influences • participation profile and levels • statistics on: • enrolments • numbers of years in education (primary, secondary, vocational education and training, higher education) • private and public sector educational expenditure
<i>Cultural differences in learning behaviour</i> may include:	• academic communication: • differences in tentativeness and politeness, confidence and assertiveness • gender differences and acceptance • value given to, and conventions for, questioning of knowledge • ways of arguing (linear and direct, non-linear and indirect) • learning styles: • autonomous and self directed learning • collaborative and individual • cooperation and competition • concepts of learning and knowledge • pedagogical models and practices

RANGE STATEMENT	
	• peer roles and relationships • student-teacher roles and power relationships • what is valued in learning process: • acceptance of original contributions and concepts of plagiarism • attitudes to critical analysis • extending or conserving knowledge • transforming and creating new knowledge
<i>Business practices</i> may include:	• acceptability of conflict and mechanisms for conflict resolution • communication channels and modes • industrial relations • legal and ethical practices • maintaining 'face' • negotiations • protocols • relationships
<i>Cultural norms in the workplace</i> may include:	• communication practices • levels of formality • pedagogical practices • roles and relationships

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce Development - Diversity

Co-requisite units

Co-requisite units	

Co-requisite units		

BSBFIA303A Process accounts payable and receivable

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to maintain accounts payable and accounts receivable records, including processing payments to creditors and handling overdue accounts receivable. 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 supporting the accounting functions and aspects of an enterprise. They may provide administrative support within an enterprise, or may be members of staff who have been delegated accounting responsibilities.

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. Maintain financial journal systems	1.1. Check <i>source documents</i> for accuracy and appropriate authorisation 1.2. Refer errors and discrepancies in source documents for resolution, in accordance with organisational policy and procedures 1.3. Enter <i>transactions</i> into cash and credit <i>journal system</i> in accordance with organisational policy and procedures, and <i>relevant legislation and compliance requirements</i> 1.4. Total credit journals in accordance with organisational policy and procedures
2. Prepare bank reconciliations	2.1. Check cash journals against bank statements to identify differences 2.2. Update cash journals with relevant data from bank statement/s 2.3. Identify <i>discrepancies</i> and refer to appropriate staff member, organisation or agency 2.4. Total cash journals in accordance with organisational policy and procedures 2.5. Prepare regular reconciliation reports within designated time lines

ELEMENT	PERFORMANCE CRITERIA
3. Maintain accounts payable and accounts receivable systems	3.1. Enter transactions into individual accounts payable and accounts receivable, in accordance with organisational policy and procedures, and accounting requirements 3.2. Prepare schedules of accounts payable and accounts receivable for reconciliation purposes, in accordance with organisational requirements 3.3. Reconcile schedules accounts payable and accounts receivable with journal data or general ledger, in accordance with organisational requirements
4. Process payments for accounts payable	4.1. Reconcile accounts payable statements with accounting records, in accordance with organisational policy and procedures 4.2. Check payment documentation for accuracy of information and discrepancies and rectify errors, in accordance with organisational requirements
5. Prepare statements for accounts receivable	5.1. Produce and check accounts receivable statements for accuracy of content in accordance with organisational policy and procedures 5.2. Rectify discrepancies and statements despatched within designated time lines
6. Follow up outstanding accounts	6.1. Maintain accounts receivable ledger system, in accordance with organisational requirements, to reflect current credit situation 6.2. Conduct aged analysis of accounts receivable to identify outstanding accounts and to determine collection procedures, in accordance with organisational requirements 6.3. Report or follow-up outstanding accounts in accordance with organisational policy and procedures 6.4. Monitor and review credit terms in accordance with credit policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- literacy skills to read and understand financial procedures
- numeracy skills to:
 - use knowledge of mathematical concepts
 - interpret, compare and calculate with whole numbers and money
 - use decimal fractions and percentages
- problem-solving skills to use approximation to check for discrepancies and ensure calculations are correct.

Required knowledge

- 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
 - Goods and Services Tax (GST) regulations
 - anti-discrimination legislation
 - ethical principles
 - codes of practice
 - finance legislation
 - privacy laws
 - occupational health and safety
- limit of scope of own responsibility
- organisational accounting systems 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:

- maintaining journals and subsidiary ledger systems
- accurately entering data into journal and subsidiary ledger system
- reconciling subsidiary ledger system with journal or

EVIDENCE GUIDE	
	general ledger data.
Context of and specific resources for assessment	Assessment must ensure: • access to an actual workplace or simulated environment • access to office equipment and resources, such as: • calculator • computer equipment and relevant software • access to examples of cash journals, credit journals, accounts payable and accounts receivable subsidiary ledgers • access to workplace reference materials such as 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 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: • 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.

RANGE STATEMENT	
Source documents may include:	• adjustment notes issued • adjustment notes received • cheque butts • credit notes issued • credit notes received • invoices issued • invoices received • receipts • tax invoices issued • tax invoices received
Transactions may include:	• capital contributions in cash by owner • cash purchases • cash sales • commission • credit purchases • credit sales • day-to-day expenses • electronic funds transfer • interest charges and bank fees • interest revenue • payments received from debtors • payments to creditors • petty cash transactions • purchases paid by cheque • returns • withdrawal of cash by owner
Journal system may include:	• cash payments journal • cash receipts journal • purchases journal • purchases returns journal • sales journal • sales returns journal
Systems may include:	• computerised • manual
Relevant legislation and compliance requirements may include:	• consumer: • codes of practice • Australian Consumer Credit Code • privacy laws • secrecy laws

RANGE STATEMENT	
	• competition: • Australian Competition and Consumer Commission (ACCC), National Competition Policy • prudential: • commonwealth Bills of Exchange Act 1909 • commonwealth Cheques and Payment Orders Act 1986 • commonwealth Financial Transaction Reports Act 1988 • commonwealth Land Tax Assessment Act 2002 • commercial tenancies laws • corporate law • Credit Reference Association of Australia (CRAA) • Electronic Funds Transfer (EFT) Code of Conduct • Financial Institutions (FI) Code • payroll tax assessment laws and regulations • prescribed payments laws and regulations • stamp duties laws • taxation assessment laws
Discrepancies may include:	• bank charges • direct deposits • direct payments • dishonoured cheques • interest
Accounts payable and accounts receivable systems may include:	• accounts payable schedule • accounts payable subsidiary ledger • accounts receivable schedule • accounts receivable subsidiary ledger
Journal data may include:	• accounts payable data from cash payments journal • accounts receivable data from cash receipts journal • purchases journal total • purchases returns journal total • sales journal total • sales returns journal total

RANGE STATEMENT	
<i>Checking payment documentation</i> may include:	• attachment of supporting invoices, statements • calculation of discount • cheque data • remittance advice data
<i>Accounts receivable statements</i> may include:	• any payments received allocated on an invoice by invoice basis • computerised system • discount policy • final balance with overdue details if appropriate • information about any sales, sales returns, credit, forward orders and payments, which have occurred throughout the month • manual system • month to which statement is applicable • name and address of client or accounts receivable • name and address of supplier • opening balance if applicable
<i>Credit terms</i> may include:	• arrangements for settlement • cancellation of agreed credit arrangements • cash on delivery

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Administration

Co-requisite units

Co-requisite units	

Co-requisite units		

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		

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 <i>budget/financial plans</i> for the work team 1.2. Clarify budget/financial plans with <i>relevant personnel</i> 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 <i>contingency plans</i> 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 <i>support</i> to ensure that team members can competently perform <i>required roles</i> associated with the management of finances 2.3. Determine and access <i>resources and systems</i> to manage financial management processes within the

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

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

EVIDENCE GUIDE

	• review of contingency plans • review of identification of cost variations and expenditure overruns • evaluation of documentation reporting on 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.

<i>Budget/financial plans</i> 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
<i>Relevant personnel</i> may include:	• financial managers, accountants or financial controllers • supervisors, other frontline managers
<i>Contingency plans</i> 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

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

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

Co-requisite units

Co-requisite units		

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	

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 <i>financial data</i> 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

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

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

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.	
<i>Financial data</i> 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
<i>Organisational requirements</i> 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

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

RANGE STATEMENT

	• loss • profit • write-offs

Unit Sector(s)

Unit sector	

Competency field

Competency field	Finance - Financial Management

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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

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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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.

Range Statement

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

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

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge Management - Information Management

Co-requisite units

Co-requisite units		

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	

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 <i>relevant personnel</i> and <i>stakeholders</i> for input into, and use of, <i>an information or knowledge management system</i> 1.2. Identify and secure human, financial and physical resources required for <i>learning activities</i> 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 <i>policies and procedures for the information or knowledge management system</i> are monitored for compliance, effectiveness and efficiency 2.2. Address implementation issues and problems as they arise

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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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

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)

RANGE STATEMENT	
	learning opportunities • use of expert workers such as coaches and mentors to help other personnel use the system
<i>Policies and procedures for the information or knowledge management system</i> 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
<i>Performance measures</i> 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

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>statistical analyses</i> and interpretation where appropriate 2.4. Undertake <i>sensitivity analysis</i> on any proposed options 2.5. Ensure documentation reflects a logical approach to the evaluation of the evidence and conclusions drawn

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

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

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.	
<i>Statistical analyses</i> may include:	• correlation calculations • long-term trend analyses • probability assessment • regulation analyses • short to medium-term trend analyses
<i>Sensitivity analyses</i> means:	• applying 'what if' scenarios to available

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

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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		

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 <i>leadership and management activities</i> 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 <i>risks</i> 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 <i>working conditions</i> that reflect and encourage innovative practice 2.2. Introduce and maintain <i>workplace procedures</i> that foster innovation and allow for rigorous <i>evaluation of innovative ideas</i> 2.3. Facilitate and participate in <i>collaborative work arrangements</i> to foster innovation

ELEMENT	PERFORMANCE CRITERIA
	2.4. Build and lead teams to work in <i>ways that maximise opportunities for innovation</i>
3. Promote innovation	3.1. Acknowledge suggestions, improvements and innovations from all colleagues 3.2. Find appropriate <i>ways of celebrating and promoting innovation</i> 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 <i>impact of the physical environment</i> 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 <i>formal and informal learning opportunities</i> 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

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

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.	
<i>Leadership and management activities</i> may include:	• people management practices • planning processes

RANGE STATEMENT	
	• regular management meetings • review processes
Risks may include:	• budgetary issues • challenging changes in relationships, work practices and general workplace climate • unforeseen 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

RANGE STATEMENT	
<i>promoting innovation</i> 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
<i>Impact of the physical environment</i> 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 décor • use of creative messages or images in the workplace • workspace design and décor • workstation arrangements and opportunities for interaction
<i>Formal and informal learning opportunities</i> 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

Co-requisite units

Co-requisite units		

BSBINN801A Lead innovative thinking and practice

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice. The unit also covers generating innovative thinking and creativity to lead sustainable innovative practices; supporting a culture of innovation; and maintaining a sustained approach to innovative thinking and 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 who initiate and lead innovation in any industry or community context. Each organisation's thinking and practice will be different depending on its core business, purpose, size, complexity and broader operating context. Leaders encourage innovative thinking and practice in relation to drivers shaping the particular work environment. Managers may use innovative thinking and practice to advance learning and business processes that contribute to organisational strategies, business plans and goals.

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. Generate innovative thinking and creativity	1.1. Research and use a <i>range of techniques and tools</i> to generate new ideas and thinking 1.2. Research and analyse trends shaping organisation's current and future thinking and practice 1.3. Introduce and promote creative thinking techniques to foster personal and team innovation 1.4. Evaluate <i>overall context</i> for individual and collective innovative thinking and creativity 1.5. Research and analyse specific <i>conditions for innovation</i> and issues that impact on individual and collective innovative thinking and creativity 1.6. Research and review innovation <i>drivers</i> and <i>enablers</i>
2. Lead innovative	2.1. Develop personal <i>leadership style</i> to model positive

ELEMENT	PERFORMANCE CRITERIA
practices	innovative thinking and practice 2.2. Review, challenge and refine own style and practice in relation to modelling and supporting innovation 2.3. Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved 2.4. Devise and implement most appropriate means to promote knowledge transfer 2.5. Identify, evaluate and manage risks associated with innovation within an organisation
3. Generate and support a culture of innovation	3.1. Introduce and promote innovative practices, processes, products or services appropriate to audience and organisational requirements 3.2. Establish ways to capture, communicate and share innovative ideas and practices 3.3. Initiate and foster communication, consultation and team development approaches that support innovation 3.4. Identify, assess and provide adequate resources for innovation to occur 3.5. Develop and apply strategies to foster a workplace culture capable of encouraging innovation 3.6. Establish mechanisms at system and process level that can support innovation
4. Sustain innovative thinking and practice	4.1. Develop strategies to make innovation an integral part of organisational activity 4.2. Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice 4.3. Analyse potential barriers and risks to innovation and devise strategies to respond 4.4. Analyse and reflect on innovation performance as a basis for developing strategies for improvement

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication, consultation and negotiation skills to model and lead open and collaborative relationships
- planning and organisational skills to develop, implement and sustain practical strategies for innovation
- problem-solving skills to assess challenges and risks at a strategic level and to develop appropriate responses
- research and analytical skills to work with structurally intricate and conceptually complex innovation texts and broader industry contexts; and to develop materials which deal with complex ideas and concepts
- self-management and learning skills to evaluate and enhance personal effectiveness, and to promote a culture of ongoing learning and development
- team and leadership skills to generate, promote and sustain innovation in an organisational or community setting
- technology skills to use computers for document production and research of innovative practices and theories

Required knowledge

- current and past theories and thinking about innovation and creativity
- leadership styles including the way that different approaches impact on innovation in organisations, and specific approaches that foster innovation
- legislative framework that affects business operations in a given context, including particular legislation with a direct impact on innovation, for example concerning copyright, trademarks, intellectual property, occupational health and safety (OHS)
- management techniques and tools for the encouragement of creative thinking and for turning good ideas and creative thinking into innovation
- organisational and industry context for innovation including overarching mission, objectives and strategies
- relationship between theory and thinking on innovation and creativity, and applied practice
- risk assessment and management strategies in the context of innovation
- social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace context
- theories, processes and practice of organisational transformation and the management of the stages of change
- typical strategic challenges and barriers to innovation within organisations and ways of overcoming these challenges and barriers

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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:

- comprehensive understanding and application of key concepts, current theories and processes for promoting innovative thinking and practices in an organisational context
- critical examination of trends in thinking and emerging practices as they relate to an organisation's current thinking and practices
- knowledge of social, political, economic and technological developments that determine the broad context for innovation in the relevant workplace context.

Context of and specific resources for assessment

Assessment must ensure:

- assessment over a sufficient timeframe to allow holistic assessment of the candidate's capacity to lead and sustain innovative thinking and practice
- opportunities for interaction with others to reflect the collaborative nature of the innovation process
- access to current organisational documentation and support materials.

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 reports prepared by the candidate to propose strategies and techniques for building innovative thinking and practice within a given organisational context
- oral or written questioning to assess knowledge of innovation theory and practice, context for innovation, and factors that affect innovation in a particular organisation.

EVIDENCE GUIDE**Guidance information for assessment**

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

- BSBINN601B Manage organisational change
- BSBLED701A Lead personal and strategic transformation
- BSBLED702A Lead learning strategy implementation
- PSPMNGT614A Facilitate knowledge 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.

Range of techniques and tools for creative thinking may include:

- brainstorming
- concept maps
- creative thinking matrix
- DeBono tools (e.g. six hats)
- foresight tools
- Kirton Adaptation Innovation Inventory
- mindmapping (Buzan)
- nominal group technique
- scenario analysis.

Overall context may include the environment relating to:

- culture
- electronic and non-physical context
- global
- local or regional
- national
- work group or community.

Conditions for innovation may span causal factors and issues relating to:

- ability to gain and respond to customer feedback
- available resources (in all their forms)
- business systems

RANGE STATEMENT	
	• changes to workflow and processes • competency, capability and skills of the workforce • culture and values • economic change • emerging technologies • executive support for innovation • external • globalisation • government regulations, policy or funding initiatives • internal • labour market and industry changes and restructures • learning culture • management practices • new business models • new markets • organisational sociocultural circumstances and issues (for example, within Indigenous organisations) • research and development focus and support • shift to knowledge economy or new economy • structure and design of work in the organisation • technology change and convergence • vision, core purpose and capabilities.
Drivers are factors or changes that impel innovative practice and may include:	• customer expectations • globalisation • market shifts • new legislation (such as compliance) • policies (such as environmental protection) • price and profitability • technology change.
Enablers are factors that help innovation overcome barriers and may include:	• breakthroughs • collaboration • culture • development • intellectual property • inventions • management support

RANGE STATEMENT	
	• profitability • research • resources • responsiveness • skilled workforce • technology.
Leadership style will usually be differentiated by five classical approaches:	• autocratic (non-participative) • charismatic flexibility • democratic (participative) • laissez faire (free reign) • paternalistic.
Risks may include:	• damage to property/equipment • environmental • market changes • OHS (including disease) • product failure • professional incompetence • resource deficiencies • systems and process failures.
Mechanisms at system and process level may be physical or electronic and relate to:	• customer management • human resources • information technology • learning • market • OHS • operations • planning (strategic and corporate) • quality • research and development • risk • resource management • supply chain management • structural and performance hierarchies (strata).

Unit Sector(s)

Unit sector	

Competency field

Competency field	Creativity and Innovation - Innovation

Co-requisite units

Co-requisite units		

BSBITA401A Design databases

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design and develop a database (including queries, forms and reports) to meet a defined need using existing 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 employed in a range of work environments who create databases to store and retrieve data using commercially available database software. They may provide administrative support within an enterprise, or may be independently responsible for designing databases relevant to their own work roles.

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. Design database	1.1. Review <i>organisational and task requirements</i> to confirm <i>scope and functionality of database</i> design, including data redundancy 1.2. Develop a logical data model to identify and classify data into types 1.3. Select appropriate <i>software</i> according to organisational and task requirements and required scope and functionality of database 1.4. Confirm database design with <i>appropriate person</i>
2. Develop database	2.1. Set field attributes according to data type and link databases by a common field in accordance with software procedures 2.2. Identify primary key to uniquely identify data 2.3. Identify foreign keys to establish associations between data 2.4. Use <i>software functions</i> and <i>formulae</i> to meet organisational and task requirements 2.5. Create password and access system according to organisational and task requirements
3. Develop queries, forms and reports	3.1. Develop queries as required by organisational and task requirements 3.2. Develop input screens or forms in order to access required data

ELEMENT	PERFORMANCE CRITERIA
	3.3. Develop reports according to organisational and task requirements
4. Test and finalise database	4.1. Populate database with sample dataset for testing 4.2. Assess and document effectiveness of data relationships, queries forms and reports 4.3. Address any errors in database design 4.4. Name and store database in accordance with organisational requirements and exit the application without data loss or damage 4.5. Confirm database readiness with 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 interpret and evaluate the purposes and features of databases
- numeracy skills to utilise software functions and formulae, and to establish data relationships and queries
- planning and organising skills to establish database design
- problem-solving skills to address inconsistencies in database design and data relationships.

Required knowledge

- advanced functions of database 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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 database containing a minimum of three tables and incorporating queries, reports and forms - knowledge of advanced functions of database software app.
Context of and specific resources for assessment	Assessment must ensure: - 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 databasedesign - review of database testing - 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: - IT use units - other IT analysis and design 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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Organisational and task requirements may include:	• business requirements • consistent corporate image, including colour schemes and company logo • established guidelines and procedures for data usage • existing database templates • final output requirements for data • house styles • observing copyright legislation • organisation name, time, date, document title, filename or other fields in headers and footers • technical operating environment and platform
Scope and functionality of database may include:	• concurrency of access requirements • data relationships • data structures • forms • queries • reports • screens • security features • table relationships
Software may include:	• commercial software applications • organisational specific software
Appropriate person may include:	• clients • colleagues • supervisors
Software functions may include:	• adding, deleting, moving, re-labelling fields • altering field widths • calculations, formula • data protection • field definitions and attributes • formatting fields • formatting text • headers and footers • inserting and deleting blank lines and spaces • macros • append

RANGE STATEMENT	
	• delete • edit • exit • list • print • query • report • repeating (if available) • table, form and report wizards
Formulae may include:	• formulae • addition • average • combinations of formulae • count • division • maximum • minimum • multiplication • subtraction • sum
Naming and storage may include:	• authorised access • 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 disc drives, CD-ROM, USBs, tape or server back-up

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Analysis and Design

Co-requisite units

Co-requisite units		

BSBITU102A Develop keyboard skills

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop basic keyboard skills using touch typing techniques. 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 skills and knowledge of basic keyboarding techniques in preparation 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.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 safe work practices	1.1. Adjust workspace, furniture and equipment to suit user <i>ergonomic requirements</i> 1.2. Ensure <i>work organisation</i> meets organisational and occupational health and safety (OHS) requirements for computer operation
2. Identify and develop keyboard skills	2.1. Identify and apply keyboard functions for both alpha and numeric keyboard functions 2.2. Apply <i>touch typing technique</i> to complete a task 2.3. Develop <i>speed and accuracy</i> in accordance with workplace requirements for level of responsibility
3. Check accuracy	3.1. Proofread document carefully to identify errors 3.2. Amend document, correct errors and complete a final accuracy check

Required Skills and Knowledge

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

REQUIRED SKILLS AND KNOWLEDGE

- communication skills to identify lines of communication, to request advice, to effectively question, to follow instructions and to receive feedback
- literacy skills to identify work requirements, to comprehend basic workplace documents, and to produce and proofread simple documents
- problem-solving skills to solve routine problems in the workplace, while under direct supervision
- technology skills to use equipment safely while under direction, and to use basic keyboard, touch typing and mouse skills to produce simple documents.

Required knowledge

- key provisions of relevant legislation from all forms of government that may affect aspects of business operations, such as OHS
- organisational benchmarks for keyboarding.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 touch typing technique to enter alphanumeric characters
- safely using keyboard.

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 workplace 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
- demonstration of techniques

EVIDENCE GUIDE	
	- oral or written questioning to assess knowledge of keyboard operations and functions - review of completed documents.
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 - 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.	
<i>Ergonomic requirements</i> 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
<i>Work organisation</i> may include:	- exercise breaks - mix of repetitive and other activities - rest periods - visual display unit (VDU) eye testing
<i>Touch typing technique</i> may vary according to:	- level of competency of operator - workplace requirements
<i>Speed and accuracy</i> must be:	- consistent with degree of experience of operator - relevant to level of responsibility

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>database application, basic design principles, software functions</i> and <i>simple formulae</i> 1.2.Develop a table with fields and attributes according to database usage, as well as <i>data</i> 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.<i>Check and amend data</i> entered, in accordance with organisational and task requirements
2. Create reports and queries	2.1.Determine information output, database tables to be used and <i>report layout</i> 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 <i>designated time lines</i> and organisational requirements for speed and accuracy 3.2.Use manuals, user documentation and online help to overcome problems with database design and

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

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.

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

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

Co-requisite units

Co-requisite units		

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.

Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is 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

- 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

keyboard 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.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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.

Range Statement

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

- 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

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

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

BSBITU305A Conduct online transactions

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to undertake a range of online transactions, including banking, buying and selling 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 theoretical knowledge of conducting online transactions to provide technical advice and support to a team.

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 and investigate online service provider	1.1.Undertake online research to identify <i>suppliers</i> of required <i>products/services</i> 1.2.Assess service provider <i>confidentiality, security</i> and <i>privacy</i> facilities in accordance with individual and organisational requirements 1.3.Assess potential products/services for authenticity
2. Perform online transactions	2.1.Confirm organisational requirements for products/services to be obtained 2.2.Ensure authentication information is secured in accordance with organisational requirements 2.3.Use appropriate online functions to obtain required products/services 2.4.Report any difficulties in accessing or using online facilities to the service provider 2.5.Complete transaction and ensure that products/services are received in accordance with terms of online transaction
3. Maintain records of online transactions	3.1.Maintain records of transactions in accordance with organisational policy, procedures and level of authority 3.2.Compare organisational records with online records and deal with irregularities according to organisational policy and procedures

ELEMENT	PERFORMANCE CRITERIA
4. Review online transactions	4.1. Review obtained products/services rendered to determine quality, timeliness and level of customer service in relation to advertised profile 4.2. Make recommendations regarding continued or future use of online service provider, as supported by transaction history

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 with online service provider/s.
- literacy skills to read and analyse information for its relevance and sufficiency, and to follow policies and procedures
- numeracy skills to work with and evaluate monetary figures
- technology skills to operate computer and software appropriate to transaction being performed.

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
- policies and procedures relating to use of the internet and online purchasing
- service provider requirements
- legal and ethical requirements relating to a range of online transactions.

Evidence Guide

EVIDENCE GUIDE

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

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: • identification and selection of appropriate services to meet defined needs • use of appropriate security considerations • knowledge of policies and procedures relating to the use of the internet and online purchasing.
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 • analysis of responses to case studies and scenarios • demonstration of techniques • oral or written questioning to assess knowledge of legal and ethical requirements relating to a range of online transactions • review of recommendations made regarding continued or future use of online service provider.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • 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

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.

Suppliers may include:

- banks or other financial institutions
- e-auction
- e-brokerage service
- e-mail
- e-procurement service
- e-shop
- third party marketplace

Products/services may include:

- financial services
- goods
- insurance
- loans
- shares

Confidentiality, security and privacy may include:

- access to independent reviews of financial services such as:
 - Australian Competition and Consumer Commission (ACCC)
 - Financial Planning Association of Australia (FPA)
- authentication services
- disclaimers
- firewall protection
- jurisdiction
- level of encryption
- limit of liability
- personal identification number (PIN)
- physical site security of web server
- receipting
- terms and conditions of website use
- use of 'cookies' - small files automatically downloaded from a web server to the computer of someone browsing a website - information stored in cookies can be accessed any time computer returns to the site
- user name and password
- warranties

Unit Sector(s)

Unit sector	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>technology</i> and <i>software</i> applications to produce required <i>business documents</i> 1.2. Select layout and style of publication according to information and <i>organisational requirements</i> 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 <i>functions</i> to ensure consistency of design and layout 2.4. Operate <i>input devices</i> 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

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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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.

Range Statement

RANGE STATEMENT

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

<i>Technology</i> may include:	• computers • photocopiers • printers • scanners
<i>Software</i> may include:	• accounting packages • database packages • presentation packages • spreadsheet packages • word processing packages
<i>Business documents</i> may include:	• accounts statements • client databases • newsletters • project reviews • proposals • reports • web pages
<i>Organisational requirements</i> 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
<i>Functions</i> may include:	• alternating headers and footers • editing • merging documents

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	

Competency field

Competency field	Information and Communications Technology - IT Use

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>ergonomic requirements</i> and using <i>work organisation strategies</i> 1.2. Use <i>energy and resource conservation techniques</i> 1.3. Identify <i>document</i> purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.4. Identify <i>organisational and task requirements</i> for desktop published documents to ensure consistency of style and image
2. Set up desktop published document	2.1. <i>Design</i> content <i>structure and layout</i> 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 <i>consistency of design and layout</i> 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

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.

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 relevant workplace 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

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

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

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		

BSBLED501A Develop a workplace learning environment

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to encourage and support the development of a learning environment in which work and learning come together. Particular emphasis is on the development of strategies to facilitate and promote learning, and to monitor and improve learning 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 managers. All managers have a prominent role in encouraging, supporting and facilitating the development of a learning environment in which work and learning come together. 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

Prerequisite units	

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 learning opportunities	1.1. Identify potential formal and informal <i>learning opportunities</i> 1.2. Identify <i>learning needs</i> of individuals in relation to the needs of the team and/or enterprise, and available learning opportunities 1.3. Develop and implement <i>learning plans</i> as an integral part of individual and team performance plans 1.4. Develop strategies to ensure that learning plans reflect the <i>diversity of needs</i> 1.5. Ensure organisational procedures maximise individual and team access to, and participation in, learning opportunities 1.6. Ensure effective liaison occurs with <i>training and development specialists</i> and contributes to learning opportunities which enhance individual, team and organisational performance

ELEMENT	PERFORMANCE CRITERIA
2. Facilitate and promote learning	2.1. Develop strategies to ensure that workplace learning opportunities are used and that team members are encouraged to share their skills and knowledge to <i>encourage a learning culture</i> within the team 2.2. Implement organisational procedures to ensure workplace learning opportunities contribute to the development of appropriate workplace knowledge, skills and attitudes 2.3. Implement policies and procedures to encourage team members to assess their own competencies, and to identify their own learning and development needs 2.4. Share the benefits of learning with others in the team and organisation 2.5. Recognise workplace achievement by timely and appropriate recognition, feedback and rewards
3. Monitor and improve learning effectiveness	3.1. Use strategies to ensure that team and individual learning performance is monitored to determine the type and extent of any additional work-based support required, and any occupational health and safety (OHS) issues 3.2. Use feedback from individuals and teams to identify and introduce improvements in future learning arrangements 3.3. Make adjustments, negotiated with training and development specialists, for improvements to the efficiency and effectiveness of learning 3.4. Use processes to ensure that records and reports of competency are documented and maintained within the organisation's systems and procedures to inform future planning

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- communication skills to:
 - deal with people openly and fairly

REQUIRED SKILLS AND KNOWLEDGE

- encourage colleagues to share their knowledge and skills
- gain the trust and confidence of colleagues
- use consultation skills effectively
- literacy skills to access and use workplace information
- planning and organisational skills to facilitate, promote and monitor learning by:
 - developing learning plans
 - establishing a workplace which is conducive to learning
 - evaluating the effectiveness of learning
 - identifying learning needs
 - negotiating learning arrangements with training and development specialists
 - selecting and using work activities to create learning opportunities
 - using coaching and mentoring to support learning.

Required knowledge

- management of relationships to achieve a learning environment
- principles and techniques involved in the management and organisation of:
 - adult learning
 - coaching and mentoring
 - consultation and communication
 - improvement strategies
 - leadership
 - learning environment and learning culture
 - monitoring and reviewing workplace learning
 - problem identification and resolution
 - record keeping and management methods
 - structured learning
 - work-based learning.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • methods for reviewing performance development needs and techniques for providing feedback on those needs • models for planning professional development • options available for professional development • knowledge of relationship management required to achieve a learning environment.
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 performance in role plays • observation of presentations • oral or written questioning to assess knowledge of the principles and techniques involved in the management and organisation of adult learning • review of the development and implementation of learning plans • evaluation of how workplace achievement is recognised • review of processes used to record and report competency.
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

RANGE STATEMENT

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

- structured learning activities conducted outside and within the workplace such as:
 - accredited training through an independent organisation such as a state/territory OHS authority
 - action learning
 - short courses
 - training through a Registered Training Organisation (RTO) leading to a nationally recognised Australian Qualifications Framework (AQF) qualification or Statement of Attainment
 - workshops
- workplace learning activities, that may also contribute to a recognised credential, such as:
 - coaching
 - exchange/rotation
 - induction
 - mentoring
 - shadowing

Learning needs may include:

- developmental learning, for example the learning required to progress through an organisation and take on new tasks and roles
- gaps between the competencies held by the employee, and the skills and knowledge required to effectively undertake workplace tasks

Learning plans may include:

- codes of conduct
- key performance indicators
- negotiated agreement with individual/s
- OHS requirements
- performance standards
- team competencies
- team roles and responsibilities
- work outputs and processes

RANGE STATEMENT	
<i>Diversity of needs</i> may include:	learning needs that relate to social, cultural and other types of workplace diversity, such as the need for varied communication styles and approaches
<i>Training and development specialists</i> may be:	- internal - external
<i>Encourage a learning culture</i> may refer to:	encouraging learning and sharing skills and knowledge across the work team and the wider organisation to develop competencies of individual team members and the team as a whole

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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	

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 <i>performance standards, Code of Conduct</i> and work outputs with relevant teams and individuals 1.5. Develop and agree <i>performance indicators</i> with relevant staff prior to commencement of work 1.6. Conduct <i>risk analysis</i> in accordance with the organisational risk management plan and legal requirements
2. Assess performance	2.1. Design <i>performance management</i> and review processes to ensure consistency with organisational

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 <i>excellence in performance</i> 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. <i>Terminate</i> 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

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.

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

RANGE STATEMENT	
<i>Risk analysis</i> 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
<i>Performance management</i> 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
<i>Excellence in performance</i> means:	regularly and consistently exceeding the performance targets established while meeting the organisation's performance standards
<i>Termination</i> 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		

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.

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 <i>resource requirements</i> and develop an operational plan in consultation with <i>relevant personnel, colleagues and specialist resource managers</i> 1.2. Develop and/or implement <i>consultation processes</i> as an integral part of the operational planning process 1.3. Ensure details of the operational plan include the development of <i>key performance indicators</i> to measure organisational performance 1.4. Develop and implement <i>contingency plans</i> 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

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

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

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.	
<i>Resource requirements</i> may include:	• goods and services to be purchased and ordered • human, physical and financial resources - both current and projected • stock requirements and requisitions
<i>Relevant personnel, colleagues and specialist resource managers</i> 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
<i>Consultation processes</i> 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

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

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		

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

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

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

	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.

<i>Strategies</i> 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
<i>Systems</i> may refer to:	• forums, meetings • newsletters and reports

	• 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

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

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

3. Implement innovative processes	3.1.Promote <i>continuous improvement</i> as an essential part of doing business 3.2.Address impact of change and consequences for people, and implement <i>transition plans</i> 3.3.Ensure objectives, timeframes, measures and communication plans are in place to manage implementation 3.4.Implement <i>contingency plans</i> 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

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

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.

<i>Supply chains</i> 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
<i>Performance reports</i> may include:	- budget/cost variance - customer service - environmental - financial - occupational health and safety - quality - other operating parameters
<i>Specialists</i> 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
<i>Creative climate</i> means:	climate of high motivation with extensive expertise, and deliberative and lateral thinking time to think through and test out ideas
<i>Organisational learning</i> 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
<i>Risk management</i> 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
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

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		

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

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 <i>due diligence</i> 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

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

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

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		

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	

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 <i>strategic, business and operational plan</i> , if available 1.2. Analyse and interpret business vision, mission, values and objectives 1.3. Consult with <i>key stakeholders</i> 1.4. Review market requirements for the product or service, profile customer needs and research pricing options 1.5. Develop <i>performance objectives and measures</i> 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 <i>business plan</i>

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.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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.

Range Statement

RANGE STATEMENT

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

<i>Strategic, business and operational plan</i> 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
<i>Key stakeholders</i> may include:	• business partners or financiers • customers • shareholders • staff • technical experts or advisers
<i>Performance objectives and measures</i> 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
<i>Business plan</i> 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

RANGE STATEMENT	
	• governance or management • quality • sales • triple bottom line • workforce
<i>Coaching</i> 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		

BSBMKG403A Analyse market data

Modification History

Not applicable.

Unit Descriptor

This unit covers analysis of market data to assist in targeting marketing activities and drawing up a marketing plan.

This unit is related to BSBMKG301A Research the market. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG404A Forecast market and business needs.

This unit covers analysis of market data to assist in targeting marketing activities and drawing up a marketing plan.

This unit is related to BSBMKG301A Research the market. Consider co-assessment with BSBMKG401A Profile the market, BSBMKG402A Analyse consumer behaviour for specific markets, and BSBMKG404A Forecast market and business needs.

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

Element	Performance Criteria
1 Interpret trends and market developments	1.1 Statistical analysis of market data is used to interpret market trends and developments 1.2 Trends and developments are analysed for their potential impact on the business 1.3 Measures of central tendency / dispersion and correlations between sets of data are used for quantitative interpretation of comparative market data 1.4 Qualitative analysis of comparative market information is performed as a basis for reviewing business performance
2 Interpret competitor market performance	2.1 The market performance of existing and potential competitors and their products or services is analysed to identify potential opportunities or threats 2.2 Business performance is compared to that of competitors to identify market position
3 Report on market data	3.1 Data is prepared, plotted and interpreted for visual presentation 3.2 Visual presentation is assessed for potential problems, and corrective action taken if necessary 3.3 Report meets organisational requirements in terms of content, format and level of detail 3.4 Report is submitted within the required timeframe

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Reasons for conclusions drawn from interpretation of data

Knowledge of statistical techniques and elementary probability concepts

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating some theoretical concepts.

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

Organisation's business structure, products and services

Sources of market and comparative data

Business competitors

Statistical reporting format/s

Computing especially spreadsheets, statistical packages and Internet

Underpinning Skills

Literacy skills to identify sources of information, to write reports and to interpret information

Communication including questioning, clarifying, reporting

Numeracy skills for basic statistical techniques and elementary probability

Research skills

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

KEY COMPETENCY LEVELS

Collecting, analysing and organising information (Level 2)- to interpret market information

Communicating ideas and information (Level 2)- on the interpretation of data in report format

Planning and organising activities (Level 2)- to source comparative data

Working with teams and others (Level 1)- to collect and analyse information

Using mathematical ideas and techniques (Level 1)- for statistical and probability calculations

Solving problems (Level 2)- to analyse and correct visual presentations

Using technology (Level 1)- to record and analyse data if required

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical Aspects of Evidence

Integrated demonstration of all elements of competency and their performance criteria

Reasons for conclusions drawn from interpretation of data

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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

Organisation's business structure, products and services

Sources of market and comparative data

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Underpinning Skills

Literacy skills to identify sources of information, to write reports and to interpret information

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Research skills

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

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Solving problems (Level 2)- to analyse and correct visual presentations

Using technology (Level 1)- to record and analyse data if required

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

award and enterprise agreements and relevant industrial instruments

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 industry codes of practice

Trends and developments may include:

economic trends (local, regional, national, international)

ecological/environmental trends

Government activities eg interest rates, deregulation

social and cultural factors

demographic trends

changes in technology

industrial trends

Statistical analysis may include:

sampling

measures of central tendency

measures of dispersion

nature and degree of relationship between variables

time series analysis

normal distribution probability curve

Measures of central tendency and correlations may include:

mean

median

mode

for grouped or ungrouped data

cross-tabulations

Z, T and chi square tests

Comparative market information may include:

best practice information

international benchmarking

inter-firm comparison data

Opportunities may include:

potential for greater penetration of existing markets with existing products or services

new products or services for existing markets

new products or services for new markets

extending, expanding or otherwise changing an existing business

joint ventures

cooperative ventures

strategic alliances

franchising

exports

Legal and ethical constraints may include:

legislation, eg Trade Practices Act

regulations

codes of practice

ethical principles

policies and guidelines

society's expectations

cultural expectations and influences

social responsibilities eg protection of children, environmental issues

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

award and enterprise agreements and relevant industrial instruments

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 industry codes of practice

Trends and developments may include:

economic trends (local, regional, national, international)

ecological/environmental trends

Government activities eg interest rates, deregulation

social and cultural factors

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potential for greater penetration of existing markets with existing products or services

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cooperative ventures

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exports

Legal and ethical constraints may include:

legislation, eg Trade Practices Act

regulations

codes of practice

ethical principles

policies and guidelines

society's expectations

cultural expectations and influences

social responsibilities eg protection of children, environmental issues

Unit Sector(s)

Not applicable.

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	

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

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

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

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.	
<i>Information on market and business needs</i> may include:	• comparative market information • competitors' performance • customer requirements • legal and ethical requirements • market share • market trends and developments • new and emerging markets • profitability

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

RANGE STATEMENT

	• owners • production staff • supervisors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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	

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 <i>stakeholders</i> who participated in the <i>marketing</i> planning process on their implementation roles and responsibilities 1.2. Identify and brief marketing and <i>non-marketing personnel</i> 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 <i>resources</i> 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 <i>marketing mix</i> work together to meet the organisation's marketing objectives 1.5. Implement strategies for monitoring marketing activities and analysing marketing performance, in

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

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:

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.	
<i>Stakeholders</i> may include:	• Board of directors • finance staff • human resources staff • IT staff • managers • marketing personnel • owners • production staff • supervisors
<i>Marketing</i> may include:	• business-to-business marketing • direct marketing

RANGE STATEMENT	
	• ideas marketing • marketing of goods • public sector marketing • services marketing • telemarketing
<i>Non-marketing personnel</i> may include:	• advertising personnel • managers • public relations personnel • sales manager • sales team • staff • supervisors
<i>Resources</i> may include:	• financial • human • IT • physical • technical
<i>Marketing mix</i> 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		

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		

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

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

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 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
- 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

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

RANGE STATEMENT

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

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.

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 <i>international business and electronic commerce market factors</i> 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 <i>international trade policies and agreements</i> and estimate their likely impact on <i>international marketing opportunities</i>
2. Assess international business and	2.1. Identify and analyse impact of economic, political, <i>social and cultural factors</i> affecting international

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

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.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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

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.	
<i>International business and electronic commerce market factors</i> 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

RANGE STATEMENT	
	• political systems • social and cultural factors • tariffs • technology and telecommunications infrastructure • trade groupings • trade relations with Australia • trade restrictions • virtual communities
<i>International trade policies and agreements</i> 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

RANGE STATEMENT	
	• other multi-lateral trade agreements such as: • European Union trade regulations
<i>International marketing opportunities</i> may include:	• agents • direct investment • exporting • intermediaries • joint ventures • licensing • online business opportunities • strategic alliances
<i>Social and cultural factors</i> may include:	• behaviours • currency • customs • family role and status • language • legal system • political system • preferences • social values • traditions
<i>Risk factors</i> 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
<i>Economic conditions</i> may	• depression • prosperity

RANGE STATEMENT

include:

- recession
- recovery

Unit Sector(s)**Unit sector****Competency field****Competency field**

Business Development - Marketing

Co-requisite units**Co-requisite units**

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>research policies and procedures</i> 1.2. Develop or commission and review a market research project plan and detailed work plans to point of <i>finalisation</i> 1.3. Execute <i>processes to obtain required resources</i> 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. <i>Monitor work plan activity</i> 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

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

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

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.	
<i>Research policies and procedures</i> may include:	• measures taken to ensure quality of data and to set validity and reliability requirements

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

Unit Sector(s)

Unit sector	

Competency field

Competency field	Business Development - Marketing

Co-requisite units

Co-requisite units		

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.

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 <i>marketing opportunity options</i> that address organisational objectives, and evaluate their risks and returns in the selection process 1.2. Develop <i>marketing strategies</i> 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 <i>marketing performance review strategy</i>,

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

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.

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.	
<i>Marketing opportunity options</i>	• cooperative ventures • exports

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

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	

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>safety procedures</i> 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 <i>designated persons</i> for reporting queries and concerns about safety in the workplace 2.2. Identify existing and potential <i>hazards</i> 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 <i>emergency incidents</i> 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 <i>risks</i>
4. Follow safety procedures	4.1. Identify and report emergency incidents 4.2. Follow organisational procedures for responding to emergency incidents

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:

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.	
<i>Safety procedures</i> 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

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

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

Co-requisite units

Co-requisite units		

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		

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 <i>OHS legislation</i> 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

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.

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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	• 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

RANGE STATEMENT	
	procedures • requirements for the maintenance and confidentiality of records of occupational injury and disease
<i>Control of associated risks</i> 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
<i>Organisational health and safety record keeping</i> 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	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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		

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 <i>project scope and other relevant documentation</i> 1.2. Define project <i>stakeholders</i> 1.3. Seek clarification from <i>delegating authority</i> of any issues related to project and <i>project parameters</i> 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 <i>project plan</i> 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 <i>project management tools</i>

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

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:

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

RANGE STATEMENT	
situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
<i>Project scope and other relevant documentation</i> 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
<i>Stakeholders</i> may include:	• clients or customers (internal and external) • funding bodies • management, employees and relevant key personnel (internal and external) with special responsibilities • project sponsor
<i>Delegating authority</i> may include:	• customer or client • funding body • manager or management representative • project sponsor
<i>Project parameters</i> 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
<i>Project management tools</i> 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

RANGE STATEMENT	
<i>Support for project team members</i> 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
<i>Required record keeping systems</i> 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
<i>Risk management</i> 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
<i>Necessary sign offs</i> may be required by:	• clients, customers • funding body • management • project sponsor

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Management

Co-requisite units

Co-requisite units		

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.

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 <i>project management functions</i> to determine agreed, <i>achievable program objectives</i> that align to organisational goals, strategies and objectives as stated in strategic planning documentation 1.3.Review, rationalise and, when approved, integrate

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

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.

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

RANGE STATEMENT	
	• scope • time
<i>Achievable program objectives</i> 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
<i>Internal project working environment</i> 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
<i>External environmental influences</i> 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
<i>Finalisation plans, procedures and activities</i> may include:	• assessment of stakeholder satisfaction against expectations • evaluation of projects completed in a reporting period

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		

BSBREL401A Establish networks

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop and maintain effective work relationships and networks. It covers the relationship building and negotiation skills required by workers within an organisation as well as freelance or contract workers. 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 networking and negotiation 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 tasks to others.

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 and maintain business networks	1.1. Use appropriate <i>network strategies</i> to establish and maintain relationships that promote the development of business opportunities 1.2. Identify and pursue network opportunities to maximise a range of contacts 1.3. Communicate information regarding new networks to inform individuals, colleagues and clients of potential benefits 1.4. Participate in <i>professional networks and associations</i> to obtain and maintain personal knowledge and skills
2. Establish and maintain business relationships	2.1. Develop and maintain relationships to promote benefits consistent with <i>organisational/client requirements</i> 2.2. Gain and maintain trust and confidence of contacts through demonstration of high standards of business practices 2.3. Use a high level of <i>negotiation skills</i> to encourage positive outcomes 2.4. Identify difficult situations and negotiate solutions using collaborative problem-solving techniques

ELEMENT	PERFORMANCE CRITERIA
	2.5. Seek specialist advice in the development of contacts where appropriate
3. Promote the relationship	3.1. Develop strategies to represent and promote the interests and requirements of the relationship 3.2. Use appropriate presentation skills to communicate the goals and objectives of the relationship 3.3. Effectively communicate issues, policies and practices of the relationship to a range of audiences, in writing and verbally 3.4. Obtain feedback to identify and develop ways to improve promotional activities within available opportunities

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
- negotiation skills to achieve mutually acceptable outcomes
- technology skills to support effective communication and presentation.

Required knowledge

- client or organisational policies, plans and procedures
- related organisations, agencies and networks
- trends and forecasts for relevant industries, services and products.

Evidence Guide

EVIDENCE GUIDE

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

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: • establishing contacts and participating in networks • identifying opportunities for networking • knowledge of related organisations, agencies and networks • maintaining records of relevant contacts.
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 networking strategies 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: • 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 communicating issues, policies and practices of the relationship to a range of audiences • evaluation of promotional strategies • observation of negotiation of solutions between groups and individuals • observation of promotional presentations.
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 relationship 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.

<i>Network strategies</i> may include:	• association memberships • conference participation • distributing materials • individual marketing • maintaining regular contact • seminar attendance
<i>Professional networks and associations</i> may include:	• advisory committees • colleagues • committees • government agencies • internal/external customers • lobby groups • local inter-agency groups • other organisations • professional/occupational associations • project specific ad hoc consultative/reference groups • specific interest or support groups • suppliers • work team
<i>Organisational/client requirements</i> may be included in:	• access and equity principles and practices • defined resource parameters • ethical standards • goals, objectives, plans, systems and processes • legal and organisational policies, guidelines and requirements • marketing plan • occupational health and safety policies, procedures and programs • quality and continuous improvement processes and standards • quality assurance and/or procedures manuals

RANGE STATEMENT	
<i>Negotiation skills</i> may include:	• assertiveness • bargaining • collaboration • confidence building • conflict reduction • empathising • offers and counter offers • solution designing • stress management
<i>Feedback</i> may include:	• accuracy and sufficiency of information • appropriateness of audience • benefits to organisation • impact of message • liaison with networks • participation of competitors • use of media

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

BSBREL701A Develop and cultivate collaborative partnerships and relationships

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders to promote and advance learning programs. The unit also covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms. 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 working in either an educational organisation or a non educational enterprise where learning is used to build capabilities. It includes forming partnerships or other collaborative arrangements to achieve improved learner, community, career, or work outcomes. Educational leaders gain the respect of colleagues, contacts, clients and the community through demonstrating professionalism in all aspects of their work; this professionalism is underpinned by their educational expertise and effective interpersonal and communication skills. In the vocational education and training sector, learning leaders and managers must build partnerships and lead in a collaborative manner to ensure learning has a strategic role in the ever changing context, and in the face of complex influences that affect learning.

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. Communicate to influence relevant individuals and stakeholders	1.1. Generate trust, confidence and support from <i>relevant individuals</i>, other <i>stakeholders</i> and <i>potential learners</i> by demonstrating a high standard of personal performance and conduct 1.2. Implement <i>communication strategies</i> to represent the organisation positively to media, local community and stakeholders

ELEMENT	PERFORMANCE CRITERIA
	1.3. Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4. Use a range of <i>influencing strategies</i> to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5. Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1. Establish outcomes to be achieved from a learning <i>partnership</i> 2.2. Analyse models for effective consultation and collaboration within a partnership 2.3. Cultivate <i>collaborative communities</i> and partnerships through application of a range of learning and communication solutions 2.4. Forge relationships, collaborative communities or partnerships between a <i>training and assessment organisation</i> and a <i>public or private sector enterprise</i> 2.5. Consult stakeholders to establish vocational education and training <i>partnership learning programs</i>
3. Establish positive collaborative relationships	3.1. Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2. Establish processes to <i>resolve conflict in a fair, equitable and collaborative manner</i> 3.3. Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed <i>performance standards</i> 3.4. Encourage staff to embrace a learning culture and to undertake activities that develop their personal competence and performance 3.5. Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, <i>diversity</i> and <i>organisational and legal requirements</i> 3.6. Establish <i>indicators</i> and <i>feedback processes</i> that can be used to evaluate the health of the work environment

ELEMENT	PERFORMANCE CRITERIA
4. Lead establishment of a partnership program	4.1. Identify and address relevant organisational policies and procedures in partnership learning program plans 4.2. Identify and incorporate relevant legal requirements into planning of learning programs established in a community or partnership setting 4.3. Form partnership learning programs in collaborative and consultative processes involving public or private sector enterprises 4.4. Plan and allocate resource requirements to accomplish a partnership learning program 4.5. Establish relevant organisational policies and procedures relating to partnerships, and training and assessment services
5. Establish reporting mechanisms for partnership program	5.1. Establish reporting systems for reporting results, that meet reporting requirements, against planned partnership outcomes 5.2. Implement reporting systems to map learner progress against partnership outcomes

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- analysis and interpretation skills to:
 - evaluate organisational information management systems, policies and procedures
 - select relevant evaluation information and documentation
 - identify any potential and current non-compliance
 - access and interpret organisation's standards and values
 - analyse records or notes of the evaluation process
- initiative and enterprise skills to establish collaborative partnerships and relationships
- interpersonal and communication skills to negotiate, to question, to listen and investigate, to network and clarify issues
- planning and organising skills to:
 - research and evaluate validation processes, and to determine and implement

REQUIRED SKILLS AND KNOWLEDGE

- improvements to these processes
 - develop and establish agreement to plans
- problem-solving skills to review feedback and to plan improvements
- teamwork skills to lead and motivate a team in establishing productive networks, partnerships and other relationships.

Required knowledge

- relevant legislation that affects the business operation, especially in regard to OHS and environmental issues, equal opportunity and anti-discrimination, industrial relations
- organisation mission, purpose and values
- organisation objectives, plans and strategies
- leadership styles
- personal development planning methodologies
- data collection methods
- external environment scanning relating to social, political, economic and technological developments
- emotional intelligence and its relationship to individual and team effectiveness
- organisational transformation and the management of the stages of change
- organisational design and building in responsiveness of operations to change in customer or market conditions.

Evidence Guide**EVIDENCE GUIDE**

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 capacity to foster learning partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- developing collaborative approaches to enhance individual, team and organisational outcomes
- initiating and implementing learning program partnerships in line with relevant regulatory, employment and organisational requirements

EVIDENCE GUIDE	
	knowledge of relevant policy, legislation, codes of practice and national standards.
Context of and specific resources for assessment	Assessment must ensure: - competence is consistently demonstrated over time, and over a range and variety of situations - access to required assessment facilities 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 applied projects or learning activities, especially relating to formation of professional networks and stakeholder consultation in relation to forming partnerships for vocational education and training programs - direct observation of contextual application of skills - submission of a portfolio of evidence including previous work forging partnerships - oral or written questioning to assess knowledge of development of industry learning partnerships.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: - BSBLED702A Lead learning strategy implementation - BSBLED707A Establish career development services - BSBLED709A Identify and communicate trends in career development - PSPMNGT614A Facilitate knowledge 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

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.

<i>Relevant individuals</i> may include:	• employees • employers • government agencies and departments • learners/students • industry associations, employer bodies, professional associations • industry representatives • national Industry Skills Councils • people working in the roles targeted by training • regulatory and licensing authorities • research agencies • state/territory industry training advisory bodies • subject or technical specialists or experts • unions • universities
<i>Stakeholders</i> may include:	• administrative and regulatory bodies • coordinators, teachers, assessors, coaches, mentors and support staff • employees • industry, employee, employer, professional and peak bodies or associations • learners/students • other training and assessment organisations • public or private sector enterprise
<i>Potential learners</i> may include:	• apprentices and trainees • current or ongoing learners and clients • existing industry and enterprise employees • individuals changing careers • individuals learning new skills and knowledge • individuals or groups meeting licensing or other regulatory requirements • individuals seeking to upgrade competencies • individuals who are unemployed • individuals who have a disability • members of target groups such as Aboriginal and Torres Strait Islander communities

RANGE STATEMENT	
	• overseas learners and international students • potential learners and clients • recent migrants and people from culturally and linguistically diverse backgrounds • school leavers, new entrants to the workforce
Communication strategies may include:	• conducting presentations • developing and applying interview and interpersonal communication protocols • developing and circulating marketing materials • developing promotional materials and course outlines • initiating and conducting a public communication strategy
Influencing strategies may include:	• debate • dialogue • discussion • formal and informal techniques • levels of participation • moderated negotiations • networking • strategies applied face-to-face or collectively (e.g. in a learning community or community of practice)
Partnerships may:	• be informal • be physical or virtual (e.g. online) • involve a formal agreement • involve one or more enterprises, and training and assessment organisations • involve one or more learning programs
Collaborative communities may include:	• communities of practice • formal or informal relationships • informal and formal groups in collaborative relationships • knowledge communities • knowledge networks • learning communities • physical or virtual relationships • supply chain communities • virtual circles
Training and assessment	• organisation that delivers non-recognised

RANGE STATEMENT	
organisation may include:	vocational education and training • organisation working in a partnership arrangement with an RTO to deliver recognised vocational education and training • RTO delivering recognised vocational education and training services such as TAFE institutes, private commercial colleges and organisations, enterprises, community organisations, group training companies and secondary schools
Public or private sector enterprises may include:	• community bodies • government agencies • privately owned companies
Partnership learning program may include:	• accredited course which includes Training Package outcomes • community education program • nationally endorsed qualification from a Training Package or accredited course • part of a VET in Schools program • part of an apprenticeship or traineeship • professional development program • short course or non-recognised vocational program • short-term development plan • short-term induction program • subset of a learning strategy • traineeship or apprenticeship • workplace learning program
Resolving conflict in a fair, equitable and collaborative manner may include:	• adherence to relevant legislative, legal, workplace requirements • application of organisational complaints procedures • internal or external specialists
Performance standards may be based on:	• personal or task outcomes • span short- or long-term outcomes • strategic, operational outcomes
Diversity includes difference in:	• age • belief systems and values • culture • expertise, experience and working styles • gender

RANGE STATEMENT	
	• interpersonal style • interests • language, literacy and numeracy • physical differences • politics • race • religion • sexual orientation • thinking and learning styles
Organisational and legal requirements may include:	• collaborative and partnership arrangement agreements such as memoranda of understanding • confidentiality and privacy requirements • licensing requirements • requirements for initial and continuing registration as defined in the AQTF Standards for Registered Training Organisations and state/territory legislation and regulations governing provider registration and course accreditation • requirements of awards and enterprise bargaining agreements • requirements of endorsed Training Packages • requirements of other relevant commonwealth and state/territory legislation, for example relating to matters such as OHS, anti-discrimination, workplace and industrial relations, workers compensation, apprenticeships and traineeships • requirements set by professional associations • requirements set by quality systems
Indicators may include:	• formal human resources and related indicators to provide benchmark, comparative measures on: • average hours in relation to output per employee • down-time • related operational and planning indicators • revenue per employee/team • staff absenteeism • staff satisfaction

RANGE STATEMENT	
	• staff turnover • training hours
<i>Feedback processes</i> include:	• formal complaints or suggestions procedures • formal-informal • independent audits • management audits/workplace checks • surveys • virtual or physical • whistleblower policy
<i>Relevant organisational policies and procedures</i> may include:	• access and equity • assessment procedures and options • client services • confidentiality requirements • ethical standards • fees and payment schedule • grievance and appeals processes • learner selection, enrolment, induction and orientation procedures • mutual recognition obligations • policies and procedures being available to all personnel, learners, clients and candidates • staff recruitment, induction and ongoing development and monitoring • support services available • human resources policies and procedures and legal requirements including anti-discrimination, equal employment, OHS • administrative and records management systems, for example that relating to: • contract manager • document version control • maintenance, retention, archiving, retrieval, storage and security of training and assessment information and records • personnel responsible for analysing statistics and data to ensure organisation complies with relevant standards across all of its operations and training and assessment activities • privacy and access to training and assessment information and records

RANGE STATEMENT	
	• reporting and recording requirements and arrangements • supervisors and managers • union and employee representatives • users of training information such as finance personnel, human resources personnel, employers
Resource requirements may include:	• additional staff • distribution costs • equipment • production costs • promotional costs • research and development • re-tooling • staff training
Reporting systems for reporting results may include:	• arrangements for the issuing of Australian Qualifications Framework (AQF) qualifications and Statements of Attainment • arrangements for recognising and recording current competencies • electronic student management system which complies with AVETMISS or other reporting or statistical collection requirements • internal organisational recording and reporting systems • record keeping policies and procedures
Reporting results may include:	• Australian Apprenticeship Centre forms and letters such as for incentives and completions • availability of all reports and records for audit and monitoring purposes • enrolment forms • financial reporting for funding and payments from funding body • OHS incident reporting systems • performance agreements • reporting for apprenticeship and traineeship program delivery • reporting for in-house or internal program delivery • Training Contract and RTO notifications
Reporting requirements may	• AQTF Standards for Registered Training

RANGE STATEMENT	
include those specified in:	Organisations • AVETMISS process documentation • organisational documentation
Reporting systems to map learner progress against partnership outcomes may include:	• electronic systems including those using business technology such as: • computers • hardware • software • telephone networks • physical systems such as face-to-face and print communications

Unit Sector(s)

Unit sector	

Competency field

Competency field	Stakeholder Relations - Relationship Management

Co-requisite units

Co-requisite units		

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.

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 <i>applied research purpose</i> and needs of the <i>target group</i> 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 <i>factors affecting the reliability and validity of data</i> 1.5. Review relevant research ethics and codes of conduct 1.6. Prepare <i>applied research strategy</i> and <i>hypothesis</i> 1.7. Frame a research strategy in consideration of available <i>tools</i> and <i>resources</i>

ELEMENT	PERFORMANCE CRITERIA
2. Use a range of applied research techniques	2.1. Review and evaluate a range of <i>applied research methods, theories and data collection techniques</i> 2.2. Select appropriate methods to gather and analyse data 2.3. Use, as appropriate, <i>suitable technology</i> and technology services to support data collection and analysis 2.4. Access <i>appropriate sources of information</i> and <i>contributors</i> relevant to the research 2.5. Optimise <i>relevance of the research</i> 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 <i>legal requirements</i> 3.3. Collate and analyse data for relevance against the original applied research strategy 3.4. Document and <i>present research findings</i> 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

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

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,

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

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:

RANGE STATEMENT	
<i>theories</i> 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
<i>Data collection techniques</i> may include:	• collaboration with other experts or mentors • desk research • document research • field study • observation • physical items analysis • interviews • questionnaires • surveys
<i>Suitable technology</i> may include:	• communication technology and networks • databases and the use of spreadsheets, graphs,

RANGE STATEMENT	
	trend and time series, and mathematical equations • hardware and software
<i>Appropriate sources of information</i> 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
<i>Contributors</i> 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
<i>Relevance of the research</i> 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
<i>Legal requirements</i> may include:	• agreements with third parties that supply research or data • competency standards • contracts • copyright and privacy laws relating to physical

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
<i>Presenting research findings</i> 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	

Co-requisite units		

BSBRKG501A Determine business or records system specifications

Modification History

Not applicable.

Unit Descriptor

This unit describes the work that is required to determine the recordkeeping specifications of a business or records system, and its procedures and guidelines for a whole function; it is scalable up to the business or records system for a whole organisation or down to activities within a function. It may also be used for the review of the specifications, procedures and guidelines.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

BSBRKG401A Review the status of a record

The Same Business Qualification

BSBRKG502A Manage and monitor business or records systems

Subsequent Business Qualification(s)

BSBRKG603A Prepare a functional analysis for an organisation

BSBRKG604A Determine security and access rules and procedures

BSBRKG605A Determine records requirements to document a function

BSBRKG606A Design a records retention and disposal schedule

This unit describes the work that is required to determine the recordkeeping specifications of a business or records system, and its procedures and guidelines for a whole function; it is scalable up to the business or records system for a whole organisation or down to activities within a function. It may also be used for the review of the specifications, procedures and guidelines.

Linkages outside these National Competency Standards

ISO DIS 15489 - Draft International Standard on Records Management

Links

The work described in this unit is linked to the work described in the following unit(s):

Previous Business Qualification(s)

BSBRKG301A Control records

BSBRKG401A Review the status of a record

The Same Business Qualification

BSBRKG502A Manage and monitor business or records systems

Subsequent Business Qualification(s)

BSBRKG603A Prepare a functional analysis for an organisation

BSBRKG604A Determine security and access rules and procedures

BSBRKG605A Determine records requirements to document a function

BSBRKG606A Design a records retention and disposal schedule

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****Element****Performance Criteria**

1 Review the existing business or records system	1.1 The existing records system is reviewed to identify its essential elements, changes and failings over failures relating to past operations

- 1.2 Existing procedures are examined to assess currency and identify gaps and non-compliance issues
 - 1.3 The users of the system are identified and consulted regarding their requirements and views on the current system
 - 1.4 The current volumes of records and their usage are assessed to determine whether they need to be converted to the new system of control or otherwise linked to the new system
 - 1.5 The current system technology is assessed to determine whether it should be upgraded or replaced to meet current need
 - 1.6 The findings of the review and the recommendation for changes are documented in accordance with organisational standards
- 2 Develop the system specifications for managing the function's records
 - 2.1 The contents and structure of the records required for the function are analysed to identify the classifications and terms for titling and describing the records, and documented
 - 2.2 The metadata required to identify, control and link the records are identified and documented in accordance with the applicable technology
 - 2.3 The metadata and records of recordkeeping transactions processed by the new system are identified and documented
 - 2.4 The metadata for controlling the records of the function in the old system are mapped to the metadata for the new and a specification for conversion prepared where appropriate
 - 2.5 The classifications, descriptive terms, and all metadata sets and mapping are developed into a systems specification appropriate for the selected technology in accordance with organisational standards
- 3 Develop the procedures and guidelines for capturing and controlling the records in the new system
 - 3.1 The rules developed for identifying the transactions of the function to be documented are reviewed and customised in line with the users' requirements, the new system and selected technology

- 3.2 Guidelines for applying the classifications and descriptive terms for the records of the transactions are developed in accordance with organisational best practice and documented
- 3.3 Procedures for identifying and recording the disposal status and access classification of the records of the transactions are prepared and documented
- 3.4 Procedures for registering records of the transactions and recording the recordkeeping transactions controlling them are prepared in line with the identified user requirements and the new system and documented
- 3.5 The procedures for classification, capture, registration and control of the records in the new system are circulated to the users for review and comment
- 3.6 The final version of the new system's specification, procedures and guidelines are documented according to organisational standards and submitted to the appropriate authority for approval

Required Skills and Knowledge

Not applicable.

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 Statement.

Critical Aspects of Evidence

Ability to synthesise changes in organisational context and users' needs to determine new records requirements should be demonstrated

A thorough knowledge of, and skills in identifying, metadata for recording recordkeeping transactions and controlling records should be demonstrated

Ability to document and update procedures across a whole system, or organisation should be demonstrated

A thorough knowledge of and skills in identifying metadata for recording recordkeeping transactions and controlling records should be demonstrated

Underpinning Knowledge*

* At this level the learner must demonstrate understanding of a broad knowledge base incorporating theoretical concepts, with substantial depth in some areas.

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

Organisation's functions, structure and culture

Organisation's policies and strategies

Internal controls

Recordkeeping principles and processes including functional requirements for recordkeeping

Recordkeeping terminology

Familiarity with organisation's classification scheme and language

Organisation's rules for the capture, access, use and maintenance

Segregation of duties

Workflow principles and practices

Familiarity with recordkeeping software applications

Underpinning Skills

Communicating complex relationships and processes effectively to users and management

Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis

Identifying and viewing component parts as integral elements of the whole system

Analysing and synthesising documentation, verbally delivered information, and observed behaviours

Documenting complex relationships and processes

Preparing, compiling and writing complex documents and reports

Analysing process functions and problems

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Researching and analysing organisation requirements for recordkeeping

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

Consistency of Performance

In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

Context/s of Assessment

Competency is demonstrated by performance of all stated criteria, including paying particular attention to the critical aspects and the knowledge and skills elaborated in the Evidence Guide, and within the scope as defined by the Range Statement

Assessment must take account of the endorsed assessment guidelines in the Business Services Training Package

Assessment of performance requirements in this unit should be undertaken in an actual workplace or simulated environment

Assessment should reinforce the integration of the key competencies and the business services common competencies for the particular AQF level. Refer to the Key Competency Levels at the end of this unit

Key Competency Levels

Collecting, analysing and organising information (Level 3) - in analysing the content and structure of the records required for the organisation's functions

Communicating ideas and information (Level 2) - in presenting the results of the review

Planning and organising activities (Level 2) - in arranging consultation with the users of the system

Working with teams and others (Level 2) - in consulting with the users of the system

Using mathematical ideas and techniques (Level 3) - in assessing and analysing the usage volumes of the records

Solving problems (Level 3) - presented by aligning the requirements of the system with the requirements of the users

Using technology (Level 2) - in working closely with the requirements of the system

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

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 Statement.

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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

Organisation's functions, structure and culture

Organisation's policies and strategies

Internal controls

Recordkeeping principles and processes including functional requirements for recordkeeping

Recordkeeping terminology

Familiarity with organisation's classification scheme and language

Organisation's rules for the capture, access, use and maintenance

Segregation of duties

Workflow principles and practices

Familiarity with recordkeeping software applications

Underpinning Skills

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Consulting with practitioners, staff members, customers, and others to elicit relevant information for analysis

Identifying and viewing component parts as integral elements of the whole system

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Documenting complex relationships and processes

Preparing, compiling and writing complex documents and reports

Analysing process functions and problems

Negotiating to achieve suitable results for the organisation's recordkeeping practices

Researching and analysing organisation requirements for recordkeeping

Auditing and monitoring use of the business or records system

Preparing and writing correspondence for both internal and external customers

Using tools and techniques to solve problems

Ability to relate to people from a range of social, cultural and ethnic backgrounds and physical and mental abilities

Resource Implications

The learner and trainer should have access to appropriate documentation and resources normally used in the workplace

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In order to achieve consistency of performance, evidence should be collected over a set period of time which is sufficient to include dealings with an appropriate range and variety of situations

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Using technology (Level 2) - in working closely with the requirements of the system

Please refer to the Assessment Guidelines for advice on how to use the Key Competencies

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

award and enterprise agreements and relevant industrial instruments

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 industry codes of practice

Function may be:

core business activities (operational)

support function (e.g.: financial, personnel, asset management or correspondence business or records system)

The new system may be developed from a review of an existing system, or occasioned by:

changes to the function or activities

changes in organisational structures

technological changes or changes in regulatory requirements

Technological change may require:

complete or partial conversion of old system's records to new format

medium or wholesale migration of old records and their recordkeeping histories to a new system (migration)

Classification capture, and/or registration rules and procedures may include:

procedures for decisions to create a record

identifying and classifying the transactions for access and/or disposal status

attaching recordkeeping metadata including numbering or other unique identifiers

applying thesaurus terms and functional classifications

Recordkeeping transactions processing the records in the system include:

all location

tracking

retrieval

read-only use

review of status (sentencing and access status) and disposal transactions

Metadata may include:

unique identifiers and other registration data

creating context data

classification (access, functional, disposal status) data

indexing and retrieval data

location, movement and use data,

For example, document name or title; text description or abstract; date of creation; date and time of communication and receipt; author; sender; recipient; physical form; links to related records documenting the same sequence of business activity; business system from which the record was captured; application software and version under which the record was created or in which it was captured; standard with which the records structure complies (e.g. Standard Generalised Markup Language (SGML)); details of embedded document links including applications software and version under which linked record was created; templates required to interpret document structure; and other structural and contextual information useful for management purposes; terms and conditions of access and disposal; use history; terms and conditions of access and disposal history

Users may be:

workers processing business transactions in the system

other employees internal to the organisation or external

The Range Statement provides advice to interpret the scope and context of this unit of competence, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit:

Legislation, codes and national standards relevant to the workplace which may include:

award and enterprise agreements and relevant industrial instruments

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 industry codes of practice

Function may be:

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changes to the function or activities

changes in organisational structures

technological changes or changes in regulatory requirements

Technological change may require:

complete or partial conversion of old system's records to new format

medium or wholesale migration of old records and their recordkeeping histories to a new system (migration)

Classification capture, and/or registration rules and procedures may include:

procedures for decisions to create a record

identifying and classifying the transactions for access and/or disposal status

attaching recordkeeping metadata including numbering or other unique identifiers

applying thesaurus terms and functional classifications

Recordkeeping transactions processing the records in the system include:

all location

tracking

retrieval

read-only use

review of status (sentencing and access status) and disposal transactions

Metadata may include:

unique identifiers and other registration data

creating context data

classification (access, functional, disposal status) data

indexing and retrieval data

location, movement and use data,

For example, document name or title; text description or abstract; date of creation; date and time of communication and receipt; author; sender; recipient; physical form; links to related records documenting the same sequence of business activity; business system from which the record was captured; application software and version under which the record was created or in which it was captured; standard with which the records structure complies (e.g. Standard Generalised Markup Language (SGML)); details of embedded document links including applications software and version under which linked record was created; templates required to interpret document structure; and other structural and contextual information useful for management purposes; terms and conditions of access and disposal; use history; terms and conditions of access and disposal history

Users may be:

workers processing business transactions in the system

other employees internal to the organisation or external

Unit Sector(s)

Not applicable.

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	

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 <i>risk</i> management 1.2. Determine <i>scope</i> 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 <i>relevant parties</i> about the risk management process and invite participation

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

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

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

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 include:	• brainstorm • 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

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		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>business ideas</i> from <i>appropriate sources</i> 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 <i>customer information</i> 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 <i>primary and secondary sources</i> to identify possible market needs in relation to business ideas 2.4. Identify <i>ethical and cultural requirements</i> of the market and their impact on business ideas 2.5. Identify <i>new and emerging markets</i> and document their features

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.

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 review of 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

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.

<i>Business ideas</i> 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
<i>Appropriate sources</i> 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
<i>Customer information</i> may	• customer characteristics

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, for example interest rates, deregulation • industrial trends • social and cultural factors

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>options for the business legal structure</i> using <i>appropriate sources</i> 1.2. Determine <i>legislation and regulatory requirements</i> 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 <i>legal rights and responsibilities</i> of the business are identified and the business is adequately protected, specifically in relation to <i>occupational health and safety (OHS)</i>, business registration and environmental requirements 2.2. Identify <i>taxation principles and requirements</i> relative to the business and follow procedures to ensure compliance 2.3. Identify and carefully maintain <i>legal documents</i> and maintain and update relevant <i>records</i> 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

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

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

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.	
<i>Options for the business legal structure</i> may include:	• company • cooperative • corporation • government owned enterprise • partnership • profit or not-for-profit legal structure • sole trader • trust
<i>Options for the business legal structure</i> 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
<i>Appropriate sources</i> may include:	• business advisers • financial planners • government agencies

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

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,

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		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>business goals and objectives</i> 1.2. Identify <i>occupational health and safety (OHS) and environmental issues</i> and implement strategies to minimise risk factors 1.3. Develop a <i>quality system</i> for the business in line with industry standards, compliance requirements and cultural criteria 1.4. Develop performance measures and <i>operational targets</i> 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

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.

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:

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.	
<i>Operational strategies and procedures</i> 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

RANGE STATEMENT	
	equipment maintenance) specific to the nature of the business • technology • use of existing, new and emerging technologies including e-commerce
<i>Business goals and objectives</i> 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
<i>Occupational health and safety and environmental issues</i> 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
<i>Quality system</i> 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
<i>Operational targets</i> 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

RANGE STATEMENT	
	long-term
<i>Technical standards</i> 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		

BSBSMB406A Manage small business finances

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to implement, monitor and review strategies for the ongoing management of a small business's finances. It also includes day to day financial management of the 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 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.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 financial plan	1.1. Identify <i>financial information</i> requirements and obtain <i>specialist services</i>, as required, to profitably operate and extend the business in accordance with the business plan 1.2. Produce financial budgets/projections, including <i>cash flow</i> estimates, as required for each forward period, and distribute to <i>relevant people</i> in accordance with legal requirements 1.3. Negotiate, secure and manage business capital to best enable implementation of the business plan and to meet the requirements of <i>financial backers</i> 1.4. Develop and maintain strategies to enable adequate financial provision for taxation in accordance with legal requirements 1.5. Develop, monitor and maintain client <i>credit policies</i>, including contingencies for debtors in default, to maximise cash flow 1.6. Select key performance indicators to enable ongoing monitoring of financial performance 1.7. Record and communicate financial procedures to relevant people to facilitate implementation of the business plan
2. Monitor financial performance	2.1. Regularly monitor and report on financial performance targets and analyse data to establish the

ELEMENT	PERFORMANCE CRITERIA
	extent to which the <i>financial plan</i> has been met 2.2. Monitor marketing and operational strategies for their effects on the financial plan 2.3. Calculate and evaluate <i>financial ratios</i> according to own/industry benchmarks 2.4. Assess financial plan to determine whether variations or alternative plans are needed, and change as required

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 negotiate capital and to report on performance
- literacy skills to interpret legal requirements and financial reports
- numeracy skills to calculate costs, prices, profit and other financial information.

Required knowledge

The following knowledge must be assessed as part of this unit:

- benchmarking
- financial decision making relevant to the business
- financial indicators
- purpose of financial reports
- preparation and interpretation of budget/actual reports
- principles for preparation of balance sheets and their interpretation
- principles for preparation of profit and loss statements and their interpretation
- stock records/stock control relevant to the business.

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment

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, implementation and review of strategies for the ongoing management of finance • maintenance of day-to-day financial management of the business as well as implementation of broad financial strategies • knowledge of purpose of financial reports.
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 reports • preparation and review of financial ratios • review of cash flow projections • analysis of development, monitoring and maintenance of client credit policies • oral or written questioning to assess knowledge of principles for preparation of balance sheets and their interpretation.
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 • BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different

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.

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 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

Financial information may include:

- accrual of staff leave/entitlements
- asset management strategies which may include:
 - owning, leasing, sharing, syndicating
 - maintaining and deploying assets
- asset registers
- balance sheets
- bookkeeping/accounting/stock/job costing records
- business activity statements
- business capital
- cash book

RANGE STATEMENT	
	• cash flow forecasts • financial budgets • financial indicators, which may be short-, medium- and/or long-term • payroll records, superannuation entitlements • profit and loss statements • ratios for profitability, liquidity/efficiency/financial structure • risk management • statements/forecasts • taxation returns including goods and services tax
Specialist services may include:	• accountants • business brokers/business consultants • government agencies • industry/trade associations • lawyers and providers of legal advice • mentors • online gateways • providers of training in accounting software
Cash flow may include:	• anticipated payments • anticipated receipts • customer credit policy/debt recovery • taxation provisions
Relevant people may include:	• family members • financial backers • franchise agency • owner/operator • partners • regulatory bodies • trade or industry associations
Financial backers may include:	• financiers/banks/lending institutions • leasing and hire purchase financiers • providers of venture capital • shareholders/partners/owners/family/friends
Credit policies may include:	• collateral • credit limits • credit references • debt collection • payment options • proof of Indigenous identity

RANGE STATEMENT	
	• trading terms
<i>Financial ratios</i> may include:	• current ratio • days debtors outstanding • days stock on hand • expense percentages • gross profit percentage • liquid ratio • net profit percentage • proprietary/debt ratio • return on investment/return on total assets • staff productivity measures • stock turn rates

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

BSBSMB407A Manage a small team

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to plan for the management of and to manage staff. It involves industrial relations, staff selection, staff records, induction, training, team development and career planning to enhance business operations through retaining a competent, committed and motivated team in the workplace. 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.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 staffing plan	1.1. Determine <i>staffing requirements</i> to allow the business to run effectively, in accordance with the business requirements as outlined in the business plan 1.2. Identify and compare the existing skills/competencies of owner/s and staff with business requirements to identify any gaps 1.3. Develop <i>policies and procedures</i> for owner/s and staff, in accordance with the business plan
2. Recruit, induct, train and retain the team	2.1. Develop job/position descriptions, competencies required and selection criteria to meet the needs of the business 2.2. Judge information obtained from each candidate against specified selection criteria and decide selection in accordance with business needs and legal requirements 2.3. Induct new staff members in accordance with the policies and procedures of the business 2.4. Make team members aware of their responsibilities and performance requirements as soon as practicable and take opportunities to coach team members who

ELEMENT	PERFORMANCE CRITERIA
	are unfamiliar with the procedures of the business 2.5. Develop and implement a staff development program and career paths based on the requirements of business and staff competencies 2.6. Advertise staff vacancies appropriately in accordance with staffing plan
3. Comply with INDUSTRIAL RELATIONS obligations	3.1. Clarify workplace rights and obligations of employers and employees, in accordance with legal requirements and codes of practice 3.2. Counsel staff, if required, in a positive and constructive manner and record outcomes accurately
4. Maintain staff records	4.1. Develop staff records system to provide timely and accurate information, in accordance with confidentiality, legal and taxation requirements 4.2. Monitor and accurately maintain the system for recording and retrieving personnel and payroll information and seek specialist advice where required
5. Manage staff	5.1. Regularly review contribution and skills of self and other team members to ensure performance is in line with agreed performance measures 5.2. Monitor and adjust staffing requirements to respond to any changes in tasks and functions required by the business 5.3. Support and encourage staff, and acknowledge and reward their contribution to the business 5.4. Regularly provide opportunities for staff to discuss work related issues 5.5. Develop contingency plans to cope with unexpected or extreme situations and take appropriate corrective action as required
6. Review team performance	6.1. Develop positive and constructive relationships with and between team members 6.2. Review and update team objectives in support of business goals on a regular basis in consultation with team members 6.3. Identify strengths and weaknesses of team against current and expected work requirements 6.4. Schedule time, on a regular basis, for team members to review work operations in order to maintain and improve operational efficiency 6.5. Encourage team members to monitor their own

ELEMENT	PERFORMANCE CRITERIA
	performance, suggest improvements and to identify professional development needs, in accordance with personal and business requirements 6.6. Monitor and review staff turnover rate

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 workplace skill gaps
- coaching skills
- communication skills to relate to staff
- conflict resolution skills
- literacy skills to interpret legal requirements, to compile reports and to prepare a job/position description
- team building and motivation skills.

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 (EEO), industrial relations and anti-discrimination
- OHS responsibilities and procedures for managing hazards
- relevant industry awards/enterprise agreements
- staff development and career planning
- staff counselling, grievance and disciplinary procedures
- unfair dismissal legislation 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.

EVIDENCE GUIDE	
Overview of assessment	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: - managing a small team including staff selection, staff records, induction, training and development - developing and maintaining team performance to enhance business operations - 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 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 staff policies and records, and contingency plans - oral or written questioning to assess knowledge of staff recruitment procedures, staff development and review programs - review of job/position descriptions and selection criteria developed - review of documentation monitoring and reviewing staff turnover rate.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: BSBSMB405A Monitor and manage small business operations.

Range Statement

RANGE STATEMENT

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

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.	
Staffing requirements may include:	• full-time, part-time, permanent, temporary or casual • number of staff • responsibilities, competencies required • self, other owners, family and/or friends • sub-contractors or external advisors/consultants • time commitment, performance expectations
Policies and procedures must include:	• complaint and grievance procedures • culturally appropriate entitlements e.g. funeral leave, national/religious days • culturally appropriate procedures e.g. how business will enact cultural requirements for relationships between owner/operator, employees and service providers • employment conditions, equal opportunity, anti-discrimination, cultural diversity • induction and training • OHS • recruitment and selection • performance measures • professional development
Staff development program and career paths may include	• attendance at courses • career planning • coaching • flexible learning • job rotation • mentoring • on-the-job training • professional development • staff exchanges • succession planning
Advertising staff vacancies may include:	• electronic (radio, television and internet) • noticeboards • print media • word-of-mouth
Industrial relations may include:	• awards and/or industrial agreements and

RANGE STATEMENT	
	- relevant industrial instruments - counselling, dismissal procedures
Legal requirements and codes of practice may include:	- award and enterprise agreements and relevant industrial instruments - commonwealth, state/territory and local government legislative requirements affecting business operation, especially in regard to OHS and environmental issues, EEO, industrial relations and anti-discrimination - relevant industry codes of practice
Staff records system must include:	- disciplinary and grievance procedures - employee records (including tax file number, remuneration, leave and training records) - job/position descriptions - OHS record - records of taxation and superannuation payments made
Performance measures may include:	- overall staff productivity - percentage of chargeable hours/days per week - performance of key people - ratio of direct workers to those who support, supervise or manage them - ratio of sales dollars per employee - staff morale, work ethic, work satisfaction
Contingency plans may include:	- accidents or emergencies - environmental issues - fluctuating workloads - OHS - unpredicted customer demand/busy periods - unpredicted staff shortages
Team members may include:	- employees, trainees/apprentices, sub-contractors or external advisers/consultants - owner/s, partners, family members

Unit Sector(s)

Unit sector	

Competency field

Competency field	Management and Leadership - Small and Micro Business

Co-requisite units

Co-requisite units		

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		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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 <i>technology</i> and <i>software applications</i> 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 <i>organisational requirements</i> 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 <i>input devices</i> according to organisational requirements 2.3. <i>Store data</i> 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 <i>technology consumables</i> in accordance with manufacturer's instructions and organisational requirements 3.2. Carry out and/or arrange <i>routine maintenance</i> to ensure equipment is maintained in accordance with manufacturer's instructions and organisational requirements

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.

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

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

RANGE STATEMENT	
	• print heads • printer ribbons and cartridges • toner cartridges • zip disks
<i>Routine maintenance</i> 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
<i>Identifying equipment faults</i> 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		

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.

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

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

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

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 processes implemented to encourage employees to contribute to issues related to their work - review of documentation outlining reviewing of workplace 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

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

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	

Competency field

Competency field	Industry Capability - Workplace Effectiveness

Co-requisite units

Co-requisite units		

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		

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 <i>team purpose, roles, responsibilities, goals, plans and objectives</i> in <i>consultation</i> 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 <i>responsibility for own work</i> and to assist each other in undertaking required roles and responsibilities 2.3. Provide <i>feedback</i> 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 <i>relevant persons</i> as required

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

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

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.	
<i>Team purpose, roles, responsibilities, goals, plans and objectives</i> 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
<i>Consultation</i> may include:	• attending meetings, interviews, brainstorming sessions

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

Co-requisite units

Co-requisite units		

BSBWOR501A Manage personal work priorities and professional development

Modification History

Not Applicable

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to manage own performance and professional development. Particular emphasis is on setting and meeting priorities, analysing information and using a range of strategies to develop further competence.

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 focuses on the need for managers to be organised, focussed and skilled, in order to effectively manage the work of others. As such it is an important unit for most managers, particularly as managers serve as role models and have a significant influence on the work culture and patterns of behaviour.

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

ELEMENT	PERFORMANCE CRITERIA
1. Establish personal work goals	1.1. Serve as a positive role model in the workplace through personal work planning and organisation 1.2. Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3. Measure and maintain personal performance in varying work conditions, work contexts and contingencies
2. Set and meet own work priorities	2.1. Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2. Use technology efficiently and effectively to manage work priorities and commitments 2.3. Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1. Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2. Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3. Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4. Undertake participation in networks to enhance personal knowledge, skills and work relationships 3.5. Identify and develop new skills to achieve and maintain a competitive edge

Required Skills and Knowledge

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

Required skills

- communication skills to receive, analyse and report on feedback
- literacy skills to interpret written and verbal information about workplace requirements
- organisational skills to set and achieve priorities.

Required knowledge

- principles and techniques involved in the management and organisation of:
 - performance measurement
 - personal behaviour, self-awareness and personality traits identification
 - personal development plan
 - personal goal setting
 - time management
- management development opportunities and options for self
- organisation's policies, plans and procedures
- types of learning style/s and how they relate to the individual
- types of work methods and practices that can improve personal performance.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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:

- systems and processes (electronic or paper-based) used to organise and prioritise tasks, which show how work is managed
- personal development plan, with career objectives and an action 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: • 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 presentations • oral or written questioning to assess knowledge of work methods and practices that can improve personal performance • review of personal work goals, plans and activities • evaluation of work-life balance • review of documentation assessing personal knowledge and skills against competency standards.
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.

<i>Own responsibilities and accountabilities</i> may include:	• expectations of workplace performance as expressed in a performance plan • outputs as expressed in position descriptions or duty statements • statement of conduct outlining an individual's responsibilities/actions/performance
<i>Technology</i> may include:	• computerised systems and software, databases, project management and word processing • electronic diary

	• personal digital assistant (PDA)
Competency standards may include:	• enterprise-specific units of competency consistent with work requirements • nationally endorsed units of competency consistent with work requirements
Clients and colleagues may be:	• colleagues at the same level and more senior managers • internal or external customers • people from a wide range of social, cultural and ethnic backgrounds and with a range of physical and mental abilities • team members
Development opportunities may include:	• action learning • coaching • exchange/rotation • induction • mentoring • shadowing • structured training programs

Unit Sector(s)

Management and Leadership - Management

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

	required skills and 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

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

	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.

<i>Consultation</i> may refer to:	• conducting 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 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

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

CUECOR02B Work with others

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment. This is a core skill which underpins effective work performance in cultural industries.

This unit describes the skills and knowledge needed to work harmoniously and effectively with team members, colleagues and others in a work environment. This is a core skill which underpins effective work performance in cultural industries

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

Element

Performance Criteria

1	Participate in the work/group	1.1	Correctly identify work requirements relevant to

process	the group/process
	1.2 Correctly identify own role and roles of others in meeting work requirements, and carry out own role
	1.3 Provide assistance to others involved in the work group/process, as required, and make other constructive contributions to meeting work requirements
	1.4 Take time and resource constraints into account in fulfilling work requirements
	1.5 Apply the organisation's work policies, procedures and conventions covering acceptable workplace conduct to work place activities
	1.6 Take individual differences into account in achieving work requirements
	1.7 Use strengths of individuals to develop others in the group, sharing learning as part of the group process
2 Contribute to the flow of information and ideas	2.1 Share information and ideas relevant to the work with others to enhance work outcomes
	2.2 Provide relevant, timely and accurate information to others, as required
	2.3 Seek information and ideas from others as required to assist achievement of work requirements
	2.4 Record information in the required detail and item frame in the specified format
	2.5 Compile and maintain work information systematically and accurately and file for ease of retrieval as required
	2.6 Identify any linguistic and cultural differences in communication styles and their relevance to the context
3 Deal effectively with issues, problems and conflicts	3.1 Identify issues, problems and conflicts encountered in the work place
	3.2 Discuss issues, problems and conflicts with team members and suggest possible ways of dealing with them as appropriate or refer them to the

appropriate person

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

individual roles and responsibilities and relationships to others, including duty of care

techniques for managing own work load, eg meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required

acceptable workplace conduct, including regular attendance, punctuality, maintaining an orderly workspace, appropriate standards of personal presentation and hygiene, self-confidence and self-respect, acceptance of constructive criticism and a willingness for self-improvement, a good-humoured approach to others and adaptability and flexibility

understanding of team work principles

knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

broad understanding of conflict resolution techniques

Occupational Health and Safety principles as they apply to working within a team environment.

Linkages to other units

This unit underpins effective work performance in all areas, and combined assessment and/or training with any other service or operational unit would be appropriate, for example:

CUSGEN02B - Work in a culturally diverse environment

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

ability to communicate effectively with others within the range of situations required for the job role

ability to work effectively as part of a team

knowledge of effective communication techniques, including active listening, questioning and non-verbal communication.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through interaction with others

project or work activities that allow the candidate to respond to multiple and varying communication situations relevant to the job role.

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 carrying out work tasks involving dealing with others

role plays about communication situations and dealing with conflicts and misunderstandings

oral or written questioning to assess knowledge of communication techniques

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).

Resource requirements

There are no particular resource requirements for assessment of this unit.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Seeking out and reviewing information related to work activities.

Communicating ideas and information (1)

Providing customers with information about products and services, assisting them with requests.

Planning and organising activities (1)

Planning, organising and prioritising work tasks and responsibilities.

Working with others and in teams (1)

Working co-operatively with colleagues.

Using mathematical ideas and techniques (1)

Not Applicable

Solving problems (1)

Working out solutions for communication problems.

Using technology (1)

Using computers or other business equipment.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

individual roles and responsibilities and relationships to others, including duty of care

techniques for managing own work load, eg meeting deadlines, acknowledging if tasks are beyond current capacity, handling tasks or problems as far as possible then referring on to others as required

acceptable workplace conduct, including regular attendance, punctuality, maintaining an orderly workspace, appropriate standards of personal presentation and hygiene, self-confidence and self-respect, acceptance of constructive criticism and a willingness for self-improvement, a good-humoured approach to others and adaptability and flexibility

understanding of team work principles

knowledge of effective communication techniques, including active listening, questioning and non-verbal communication

broad understanding of conflict resolution techniques

Occupational Health and Safety principles as they apply to working within a team environment.

Linkages to other units

This unit underpins effective work performance in all areas, and combined assessment and/or training with any other service or operational unit would be appropriate, for example:

CUSGEN02B - Work in a culturally diverse environment

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

ability to communicate effectively with others within the range of situations required for the job role

ability to work effectively as part of a team

knowledge of effective communication techniques, including active listening, questioning and non-verbal communication.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through interaction with others

project or work activities that allow the candidate to respond to multiple and varying communication situations relevant to the job role.

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 carrying out work tasks involving dealing with others

role plays about communication situations and dealing with conflicts and misunderstandings

oral or written questioning to assess knowledge of communication techniques

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).

Resource requirements

There are no particular resource requirements for assessment of this unit.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (1)

Seeking out and reviewing information related to work activities.

Communicating ideas and information (1)

Providing customers with information about products and services, assisting them with requests.

Planning and organising activities (1)

Planning, organising and prioritising work tasks and responsibilities.

Working with others and in teams (1)

Working co-operatively with colleagues.

Using mathematical ideas and techniques (1)

Not Applicable

Solving problems (1)

Working out solutions for communication problems.

Using technology (1)

Using computers or other business equipment.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Working with others may involve:

- one-to-one communication in a group or team
- taking part in informal discussions
- following instructions
- consulting with the community
- taking part in meetings
- dealing with conflict.

Work requirements may include:

- goals
- objectives
- priorities
- specified targets or results
- time frames
- coordination with other work processes
- clear role definitions
- application of particular procedures
- organisation of work materials
- roster arrangements or particular approaches to work processes specified by the organisation or work group.

Groups may be:

- established or ad hoc work units
- working parties
- task forces
- committees
- self directed teams.

Information and ideas relevant to work may include assistance to new staff and sharing of knowledge of particular tasks or work requirements.

Techniques to resolve issues, problems or conflicts may include:

- problem solving
- negotiation
- conflict resolution

use of a mediator or conciliator.

Working with others requires individual diversity to be taken into account especially in relation to:

cultural, racial and ethnic background

physical requirements

gender

languages

customs

religious and traditional beliefs.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Working with others may involve:

one-to-one communication in a group or team

taking part in informal discussions

following instructions

consulting with the community

taking part in meetings

dealing with conflict.

Work requirements may include:

goals

objectives

priorities

specified targets or results

time frames

coordination with other work processes

clear role definitions

application of particular procedures

organisation of work materials

roster arrangements or particular approaches to work processes specified by the organisation or work group.

Groups may be:

established or ad hoc work units

working parties

task forces

committees

self directed teams.

Information and ideas relevant to work may include assistance to new staff and sharing of knowledge of particular tasks or work requirements.

Techniques to resolve issues, problems or conflicts may include:

problem solving

negotiation

conflict resolution

use of a mediator or conciliator.

Working with others requires individual diversity to be taken into account especially in relation to:

cultural, racial and ethnic background

physical requirements

gender

languages

customs

religious and traditional beliefs.

Unit Sector(s)

Not applicable.

CUEFIN01B Develop a budget

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to develop a budget. The nature and purpose of the budget will vary according to the work context, but the unit focuses on the key skills of analysing financial information to inform the budget development process and the actual development of a budget. Skills relating to the monitoring of budget performance are found in the unit CUEFIN02B - Manage a budget. Combined assessment of these units is appropriate.

This unit describes the skills and knowledge required to develop a budget. The nature and purpose of the budget will vary according to the work context, but the unit focuses on the key skills of analysing financial information to inform the budget development process and the actual development of a budget. Skills relating to the monitoring of budget performance are found in the unit CUEFIN02B - Manage a budget. Combined assessment of these units is appropriate

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

Element	Performance Criteria
1 Plan for a budget	1.1 Confirm the scope and nature of the activity for which budget is being developed with the appropriate personnel, including any guidelines or directives for budget development 1.2 Correctly identify, access and analyse data required for budget preparation 1.3 Analyse internal and external environmental factors to identify potential impacts on budget 1.4 Determine budget parameters with estimates, based on research, consultation and negotiation with the appropriate personnel and organisation/project objectives 1.5 Provide relevant colleagues with the opportunity to contribute to the budget planning process
2 Develop and prepare budget	2.1 Draft budget based on analysis of all available information and in accordance with organisational policy 2.2 Clearly identify and support income and expenditure estimates with valid, reliable and relevant information 2.3 Assess and present options when appropriate 2.4 Present recommendations clearly, concisely and in an appropriate format 2.5 Circulate draft budget to the appropriate personnel for comment at the appropriate time 2.6 Agree and incorporate modifications accurately and in consultation with colleagues 2.7 Negotiate final budget in accordance with organisational procedures and policies 2.8 Complete the final budget in required format within an agreed timeframe

- 2.9 Inform appropriate personnel of the budget and its application within the relevant area of work, including reporting and financial management responsibilities

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

context and typical processes for the budget development process within a given industry context

accounting principles and practices which impact on budget preparation

budget preparation techniques, including:

information required for budget preparation

components of a budget

techniques for making budget estimates

type of supporting information required

presentation techniques/formats for budgets.

negotiating skills in relation to budgetary planning.

Linkages to other units

It is recommended that this unit be assessed and/or trained or after the following unit:

CUEFIN02B - Manage a budget.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

understanding of the technical budget preparation process and accounting procedures that must be followed

sound analysis of the factors that impact on the budget development process

preparation of a realistic and accurate budget within the relevant workplace context.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow for the development of a budget for a specific workplace context

involvement of others in the budget development process

use of industry-current technology for the budget preparation process.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of budgets prepared by the candidate, including comparison with actual budgetary performance

evaluation of reports prepared by the candidate detailing the processes undertaken to develop a budget

case studies and problem solving to assess application of principles of budget development 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).

Resource requirements

Assessment of this unit requires access to:

industry-current technology for budget development

sources of information on expenditure and income.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (3)

Gathering and analysing data to assist in the budget development process.

Communicating ideas and information (2)

Providing a briefing on a draft budget.

Planning and organising activities (2)

Organising the consultation process during budget development.

Working with others and in teams (2)

Discussing/negotiating potential budget adjustments with colleagues.

Solving problems (3)

Investigating options to address budgetary limitations.

Using mathematical ideas and techniques (2)

Developing different budget scenarios/estimates.

Using technology (2)

Using tools within an accounting software package.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

context and typical processes for the budget development process within a given industry context

accounting principles and practices which impact on budget preparation

budget preparation techniques, including:

information required for budget preparation

components of a budget

techniques for making budget estimates

type of supporting information required

presentation techniques/formats for budgets.

negotiating skills in relation to budgetary planning.

Linkages to other units

It is recommended that this unit be assessed and/or trained or after the following unit:

CUEFIN02B - Manage a budget.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

understanding of the technical budget preparation process and accounting procedures that must be followed

sound analysis of the factors that impact on the budget development process

preparation of a realistic and accurate budget within the relevant workplace context.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow for the development of a budget for a specific workplace context

involvement of others in the budget development process

use of industry-current technology for the budget preparation process.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of budgets prepared by the candidate, including comparison with actual budgetary performance

evaluation of reports prepared by the candidate detailing the processes undertaken to develop a budget

case studies and problem solving to assess application of principles of budget development 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).

Resource requirements

Assessment of this unit requires access to:

industry-current technology for budget development

sources of information on expenditure and income.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (3)

Gathering and analysing data to assist in the budget development process.

Communicating ideas and information (2)

Providing a briefing on a draft budget.

Planning and organising activities (2)

Organising the consultation process during budget development.

Working with others and in teams (2)

Discussing/negotiating potential budget adjustments with colleagues.

Solving problems (3)

Investigating options to address budgetary limitations.

Using mathematical ideas and techniques (2)

Developing different budget scenarios/estimates.

Using technology (2)

Using tools within an accounting software package.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Budgets may include:

project

departmental

event

sales

grant funding

cash

budgets for a small business.

Relevant colleagues/personnel involved in budget development may include:

creative personnel

technical personnel

management

funding bodies

investors

sponsors.

Data required for budget preparation may include:

performance data from previous projects/periods

financial information from suppliers

customer or supplier research

management policies and procedures

funding body policies and procedures/limitations

budget preparation guidelines

financial proposals from stakeholders.

Internal or external issues that could impact on budget development may include:

activity/project objectives

price movement for different supplies
scope of the project
venue availability (for events)
human resource requirements
timing of project
new legislation or regulation
safety issues
organisational objectives/changes in organisational objectives
required profit margins
change in economic conditions.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Budgets may include:

project
departmental
event
sales
grant funding
cash
budgets for a small business.

Relevant colleagues/personnel involved in budget development may include:

creative personnel
technical personnel
management
funding bodies
investors
sponsors.

Data required for budget preparation may include:

performance data from previous projects/periods
financial information from suppliers
customer or supplier research
management policies and procedures
funding body policies and procedures/limitations
budget preparation guidelines

financial proposals from stakeholders.

Internal or external issues that could impact on budget development may include:

activity/project objectives

price movement for different supplies

scope of the project

venue availability (for events)

human resource requirements

timing of project

new legislation or regulation

safety issues

organisational objectives/changes in organisational objectives

required profit margins

change in economic conditions.

Unit Sector(s)

Not applicable.

CUEFIN02B Manage a budget

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to take responsibility for the management of a budget where others may have developed the budget. The skills and knowledge required for budget development are found in the unit CUEFIN01B - Develop a budget. Combined assessment of these units is appropriate.

This unit describes the skills and knowledge required to take responsibility for the management of a budget where others may have developed the budget. The skills and knowledge required for budget development are found in the unit CUEFIN01B - Develop a budget. Combined assessment of these units is appropriate

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

Element	Performance Criteria

- 1 Allocate funds
 - 1.1 Allocate funds in accordance with the budget and agreed priorities
 - 1.2 Keep all appropriate personnel fully informed of budgetary decisions
 - 1.3 Make colleagues aware of the importance of budget control
 - 1.4 Accurately detail records of resource allocation in accordance with organisational control systems
- 2 Monitor and control expenditure
 - 2.1 Check actual income and expenditure against budgets at regular intervals
 - 2.2 Identify areas for improved budget performance and investigate options
 - 2.3 Prepare income and expenditure reports and present in the required format to the appropriate personnel
 - 2.4 Identify deviations from the budget, the reasons for deviation and take appropriate action
 - 2.5 Present recommendations clearly and logically to appropriate personnel
 - 2.6 Advise appropriate personnel of budget status in accordance with agreed timeframes
- 3 Complete financial reports
 - 3.1 Accurately complete all required financial and statistical reports within designated timelines
 - 3.2 Make recommendations regarding future financial planning as appropriate
 - 3.3 Make reports clear and concise, and check for accuracy
 - 3.4 Promptly forward reports to the appropriate personnel

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

knowledge and understanding of budgets, including different types of budget, how a budget is structured and how to interpret a budget

financial reports, including structure, features and formats for specific purposes

financial reporting procedures and cycles relevant to the specific industry context

areas of financial responsibility specific to the industry context

organisation or project's procedures for budgeting and financial reporting/management

legislative or other requirements (e.g. funding body guidelines) with regard to disbursement of funds and record keeping.

Linkages to other units

This unit has very strong linkages to the following unit, and combined assessment and/or training is recommended:

CUEFIN01B - Develop a budget.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

monitoring of income and expenditure in accordance with the budget and identifying ways of improving budget performance

knowledge of basic budget principles and structures

knowledge of budgeting terminology relevant to a specific industry context.

Method and context of assessment

The assessment context must provide for:

project or work activities that include the management of and reporting on a budget for a specific project/event/operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of reports detailing financial performance of projects or activities conducted by the candidate

evaluation of reports prepared by the candidate detailing the processes undertaken to manage and monitor a budget

case studies and problem solving to assess application of principles of budget management 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).

Resource requirements

Assessment of this unit requires access to:

figures and data that reflect the financial operating conditions of industry.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (2)

Researching a new supplier to reduce expenditure in a given budget area.

Communicating ideas and information (2)

Making recommendations on ways to improve budget performance.

Planning and organising activities (2)

Organising the regular flow of information to ensure effective reporting.

Working with others and in teams (2)

Liaising with colleagues to investigate ways of reducing expenditure.

Solving problems (3)

Making adjustments to solve reduction in income.

Using mathematical ideas and techniques (2)

Adjusting budget.

Using technology (1)

Interrogating a computerised accounting package.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

knowledge and understanding of budgets, including different types of budget, how a budget is structured and how to interpret a budget

financial reports, including structure, features and formats for specific purposes

financial reporting procedures and cycles relevant to the specific industry context

areas of financial responsibility specific to the industry context

organisation or project's procedures for budgeting and financial reporting/management
legislative or other requirements (e.g. funding body guidelines) with regard to disbursement of funds and record keeping.

Linkages to other units

This unit has very strong linkages to the following unit, and combined assessment and/or training is recommended:

CUEFIN01B - Develop a budget.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

monitoring of income and expenditure in accordance with the budget and identifying ways of improving budget performance

knowledge of basic budget principles and structures

knowledge of budgeting terminology relevant to a specific industry context.

Method and context of assessment

The assessment context must provide for:

project or work activities that include the management of and reporting on a budget for a specific project/event/operational area over a period of time so that the monitoring and implementation aspects of the unit can be assessed.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of reports detailing financial performance of projects or activities conducted by the candidate

evaluation of reports prepared by the candidate detailing the processes undertaken to manage and monitor a budget

case studies and problem solving to assess application of principles of budget management 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).

Resource requirements

Assessment of this unit requires access to:

figures and data that reflect the financial operating conditions of industry.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (2)

Researching a new supplier to reduce expenditure in a given budget area.

Communicating ideas and information (2)

Making recommendations on ways to improve budget performance.

Planning and organising activities (2)

Organising the regular flow of information to ensure effective reporting.

Working with others and in teams (2)

Liaising with colleagues to investigate ways of reducing expenditure.

Solving problems (3)

Making adjustments to solve reduction in income.

Using mathematical ideas and techniques (2)

Adjusting budget.

Using technology (1)

Interrogating a computerised accounting package.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Budgets may include:

project

departmental

event

sales

grant funding

cash

budgets for a small business.

Relevant colleagues/personnel involved in budget development may include:

creative personnel

technical personnel

management

funding bodies

investors

sponsors.

Resources include all financial resources such as:

cash

cheques

grants

bank accounts

investments.

Financial reports may include:

profit and loss statements

balance sheets

cash flow reporting.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Budgets may include:

project

departmental

event

sales

grant funding

cash

budgets for a small business.

Relevant colleagues/personnel involved in budget development may include:

creative personnel

technical personnel

management

funding bodies

investors

sponsors.

Resources include all financial resources such as:

cash

cheques

grants

bank accounts

investments.

Financial reports may include:

profit and loss statements

balance sheets

cash flow reporting.

Unit Sector(s)

Not applicable.

CUEFIN03B Obtain sponsorship

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to obtain and manage sponsorship for an activity, event or organisation. As such the unit may focus on 'one-off' sponsorship arrangements or ongoing activities within an organisation. The unit requires a sound knowledge of sponsorship opportunities and protocols in a given industry context plus a range of communication, negotiation and management skills.

This unit describes the skills and knowledge required to obtain and manage sponsorship for an activity, event or organisation. As such the unit may focus on 'one-off' sponsorship arrangements or ongoing activities within an organisation. The unit requires a sound knowledge of sponsorship opportunities and protocols in a given industry context plus a range of communication, negotiation and management skills.

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

Element	Performance Criteria
1 Determine financial requirements and sponsorship opportunities	1.1 Identify financial requirements in consultation with appropriate 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 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

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

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

written communication skills sufficient to develop sponsorship proposals

features of contracts and agreements and how to interpret them

negotiation and communication skills in relation to sponsorship activities

project management skills in relation to managing sponsorship activities.

Linkages to other units

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, for example:

CUEFIN01B - Develop a budget

CUEFIN02B - Manage a budget

other marketing units

units dealing with development and presentation of business proposals.

Critical aspects of evidence

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.

Method and context of 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.

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 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).

Resource requirements

Assessment of this unit requires access to:

current technology for the presentation of sponsorship proposals

activity/event/program/organisation to be sponsored.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (3)

Researching potential sponsors.

Communicating ideas and information (3)

Negotiating sponsorship.

Planning and organising activities (3)

Co-ordinating the involvement of a sponsor in an activity.

Working with others and in teams (3)

Providing guidance to others working with sponsors.

Solving problems (3)

Liaising with a sponsor when attendance numbers fall short of expectations.

Using mathematical ideas and techniques (2)

Estimating costs of possible sponsorship packages.

Using technology (1)

Using presentation software to present proposals to sponsors.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

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

written communication skills sufficient to develop sponsorship proposals

features of contracts and agreements and how to interpret them

negotiation and communication skills in relation to sponsorship activities

project management skills in relation to managing sponsorship activities.

Linkages to other units

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, for example:

CUEFIN01B - Develop a budget

CUEFIN02B - Manage a budget

other marketing units

units dealing with development and presentation of business proposals.

Critical aspects of evidence

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.

Method and context of 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.

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 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).

Resource requirements

Assessment of this unit requires access to:

current technology for the presentation of sponsorship proposals

activity/event/program/organisation to be sponsored.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (3)

Researching potential sponsors.

Communicating ideas and information (3)

Negotiating sponsorship.

Planning and organising activities (3)

Co-ordinating the involvement of a sponsor in an activity.

Working with others and in teams (3)

Providing guidance to others working with sponsors.

Solving problems (3)

Liaising with a sponsor when attendance numbers fall short of expectations.

Using mathematical ideas and techniques (2)

Estimating costs of possible sponsorship packages.

Using technology (1)

Using presentation software to present proposals to sponsors.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Appropriate colleagues may include:

management

technical or creative specialists

organising committees

boards of management

funding bodies.

Items, activities or events to be sponsored may include:

total productions

physical items

meals

travel

entertainment

social events

exhibitions (permanent or temporary)

ongoing organisation activities.

Potential sponsors may include:

existing sponsors

boards of directors, councils or other governing bodies

new sponsors

government agencies

investors

joint partners, including limited life partners

friends' organisations

community bodies

audiences.

Documentation to be maintained for sponsorship may include:

financial records

activity reports/schedules

attendance figures

contracts.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Appropriate colleagues may include:

management

technical or creative specialists

organising committees

boards of management

funding bodies.

Items, activities or events to be sponsored may include:

total productions

physical items

meals

travel

entertainment

social events

exhibitions (permanent or temporary)

ongoing organisation activities.

Potential sponsors may include:

existing sponsors

boards of directors, councils or other governing bodies

new sponsors

government agencies

investors

joint partners, including limited life partners

friends' organisations

community bodies

audiences.

Documentation to be maintained for sponsorship may include:

financial records

activity reports/schedules

attendance figures
contracts.

Unit Sector(s)

Not applicable.

CUEFOH08B Process incoming customer orders

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to receive and process sales generated from a remote location. It therefore does not cover selling or product advice skills which are found in the units: • WRRS1B Sell products and services • WRRS2B Advise on 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 many people involved in processing sales of promotional merchandise, but is particularly relevant to box office personnel employed at theatre, cinema and event venues. In addition to on-site sales, box office employees are also responsible for processing remote sales received by fax, mail, internet/email, ticket or merchandise order. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • WRRS1B Sell products and services • WRRS2B Advise on products and services • CUEFOH07B Process financial transactions.

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. Action incoming orders	1.1. Accurately interpret all details of the <i>order</i> to determine products and services required 1.2. Organise orders according to urgency and deal with urgent orders in a timely manner to meet deadlines 1.3. Check availability of all products and services, selecting those which match the <i>customer's</i> first or alternative requests 1.4. Contact the customer if no supply can be made and request or suggest appropriate alternatives 1.5. Accurately calculate the total cost of all goods and

ELEMENT	PERFORMANCE CRITERIA
	services provided to the customer 1.6. Process and record financial transactions in accordance with organisational and financial institution procedures 1.7. Seek advice and assistance from colleagues as required
2. Record details of the order and despatch	2.1. Correctly interpret existing records or create accurate new records of the customer's order 2.2. Accurately record all sale details against the customer's order in a manner which ensures correct interpretation by others who may access the record of order 2.3. Where required select the goods to be provided to the customer and ensure they are appropriately packaged 2.4. Correctly prepare and issue documents and other materials to be despatched with the goods 2.5. Despatch goods and/or documents using the most appropriate method and according to organisational procedures 2.6. Record all despatch details accurately in a manner which will allow for future tracking

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- basic numeracy skills sufficient to calculate payments and complete order documentation
- literacy skills sufficient to interpret and complete order documentation
- procedures and systems for determining availability of products

Required knowledge

- products and service knowledge relevant to the organisation/industry sector
- processing and documentation procedures for remote sales
- knowledge of consumer regulations which relate to remote sale of goods

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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 accurately process incoming orders within acceptable organisational timeframes • ability to match the allocated products to customer needs • knowledge of products, prices and stock availability systems.
Context of and specific resources for assessment	The assessment context must provide for: • processing incoming orders on multiple occasions to ensure that skills can be consistently demonstrated • processing transactions within typical workplace time constraints, e.g. despatching orders within customer nominated deadlines.
Method of assessment	Assessment may incorporate a range of methods to assess practical skills and the application of essential underpinning knowledge, and might include: • review of order and despatch documentation prepared by the candidate • written or oral questions to assess knowledge of products and prices and consumer 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).

EVIDENCE GUIDE**Guidance information for assessment**

Assessment of this unit requires access to:

- typical industry order forms
- typical industry dispatch documentation
- product information and pricing details.

Range Statement**RANGE STATEMENT**

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

Orders may be for:

- passes
- promotional merchandise
- tickets
- vouchers

Incoming **customer** orders may be received by:

- email
- fax
- Internet
- mail

Documents and other materials to be despatched with the goods may include:

- credit card receipt
- credit note
- promotional brochures or fliers
- tax invoice/receipt

Despatch may be:

- direct to the customer
- to the venue box office for customer collection at time of performance/session/event
- via courier
- via mail

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEFOH09B Provide venue information and assistance

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide patrons with information on venue facilities at the time of a performance, event or cinema session and to assist patrons to access all 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	While this unit applies mainly to frontline customer service staff such as ushers, food and beverage outlet and box office personnel, it can apply to any person working in theatres, event venues and cinemas who come into contact with customers. This unit has strong linkages to the following units, and combined training and/or assessment is recommended: • CUEFOH04C Usher patrons • CUEFOH10B Monitor entry to a venue.

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. Access and update venue information	1.1. Access and keep up-to-date with <i>information</i> on facilities available at the venue in accordance with organisational systems 1.2. Incorporate information into day-to-day contact with the customer to support quality of service standards within the venue 1.3. Share information with colleagues to support efficiency of service
2. Greet patrons	2.1. Greet patrons courteously and according to organisational procedures 2.2. Provide special recognition to any regular patrons
3. Provide information and assistance to	3.1. Proactively identify information and assistance needs of different patrons, including those with <i>special</i>

ELEMENT	PERFORMANCE CRITERIA
patrons	needs 3.2. Respond to requests for information and assistance politely and provide accurate, clear and concise information 3.3. Provide special assistance to patrons with special needs with care and consideration and in accordance with enterprise procedures 3.4. Relay requests for further information or assistance to other relevant personnel, as required 3.5. Clearly and politely communicate any changes to the scheduled performance/session/event and address patrons' concerns, as required 3.6. Promote products and services available within the venue to patrons using appropriate customer service skills

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 venue information

Required knowledge

- sources of information on venues and facilities
- information systems used by venues
- layout of the venue and location of all facilities
- product knowledge of venue performances/sessions/event times
- understanding of the type and style of performances/sessions/events in current progress
- broad knowledge of future events at the venue where appropriate
- special facilities and services available to people with special needs
- procedures for dealing with people with special needs
- customer service standards for greeting patrons
- venue safety and security issues, procedures and regulations as they affect the provision of venue 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

The following evidence is critical to the judgement of competence in this unit:

- ability to access appropriate information on venue facilities, and all operational aspects of the performance/session/event, eg start/finish times
- ability to provide accurate information and advice on facilities which matches customer needs and requests
- provision of special assistance to those people who have special needs.

Context of and specific resources for assessment

The assessment context must provide for:

- practical demonstration of skills within an operational venue environment, eg a cinema, live theatre, conference centre
- interaction with and involvement of a customer group to whom information and assistance can be provided
- demonstration of information provision for wide variety of venue facilities and services to meet varying customer needs.

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 providing information and assistance to customers within a venue
- direct observation of the candidate providing services to those with special needs
- case studies to assess ability to match information to customer needs/requests
- review of information manuals or notes kept by the candidate
- written or oral questions and tests to assess knowledge of information sources and actual knowledge of venue facilities and services
- review of portfolios of evidence and third party

EVIDENCE GUIDE	
	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 • typical industry information storage systems for venue and performance/session/event information.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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 could be accessed and kept up-to-date in a number of ways, including:	• discussions with colleagues • internal newsletters • leaflets and brochures • staff noticeboards • team meetings
Customers with <i>special needs</i> may require:	• hearing assistance • immobility access • special car parking • special seating • translation assistance • wheelchair access
Customers with <i>special needs</i> may include:	• aged people • first-time patrons

RANGE STATEMENT	
	• groups • infants • parents with young children • pregnant women • school groups • those with a disability • those with special or cultural needs • unaccompanied children • VIPs
<i>Requests for information</i> may cover:	• availability and cost of programmes • changes to schedules/venues/programs • cloakroom arrangements • correct entrance to auditorium • details of current and future performances/sessions/events • details of future performances/sessions/events • directions both within and outside the venue • exit point for the venue • facilities for those with special needs • general facilities at the venue • intermission time • location and access to car parking facilities • location food and beverage outlets • location of bathrooms • location of merchandising stand/store • lost property arrangements • opening hours • performance/session/event start/finish times • pricing of tickets, programs and promotional merchandise • seating arrangements • special-access requirements, e.g. wheelchair access
<i>Relevant personnel</i> may include:	• box office • food/beverage counter staff • front-of-house manager • management • police • reception • security personnel

RANGE STATEMENT

	• supervisor • ushers

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - front of house

Co-requisite units

Co-requisite units		

CUEIND01B 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.

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.

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

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; 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

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

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.

Linkages to other 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.

Critical aspects of evidence

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.

Method and context of assessment

The assessment context must provide for:

project or work activities that allow the candidate to access and apply industry information to specific contexts and work activities.

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 (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).

Resource requirements

Assessment of this unit requires access to:

sources of information on the entertainment industry.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate.

Collecting, organising and analysing information (2)

Deciding whether to join an industry association based on promotional materials.

Communicating ideas and information (1)

Liaising with colleagues from other industry sectors.

Planning and organising activities (1)

Organising a personal program to keep up-to-date with industry developments.

Working with others and in teams (1)

Discussing industry events with colleagues.

Using mathematical ideas and techniques (-)

Not Applicable

Solving problems (1)

Responding to a situation which involves dealing with a sector of the industry with which you are not familiar.

Using technology (1)

Using the Internet to source information.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- 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.

Linkages to other 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.

Critical aspects of evidence

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.

Method and context of assessment

The assessment context must provide for:

- project or work activities that allow the candidate to access and apply industry information to specific contexts and work activities.

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 (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).

Resource requirements

Assessment of this unit requires access to:
sources of information on the entertainment industry.

Key competencies in this unit

Key competencies are built into all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate.

Collecting, organising and analysing information (2)

Deciding whether to join an industry association based on promotional materials.

Communicating ideas and information (1)

Liaising with colleagues from other industry sectors.

Planning and organising activities (1)

Organising a personal program to keep up-to-date with industry developments.

Working with others and in teams (1)

Discussing industry events with colleagues.

Using mathematical ideas and techniques (-)

Not Applicable

Solving problems (1)

Responding to a situation which involves dealing with a sector of the industry with which you are not familiar.

Using technology (1)

Using the Internet to source information.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The term entertainment industry covers all sectors involved in the production of any type of live theatre or event. This may include:

drama

ballet
concerts
festivals
corporate theatre and communication
any type of event, e.g. sporting, cultural, charitable.

Information sources and opportunities to update industry knowledge may include:

industry associations and organisations
unions and other sources of industrial relations information
industry journals
media
Internet
reference manuals
policy and procedures manuals
personal observations and experience
discussions with industry practitioners and colleagues
seminars and other professional development opportunities
industry functions.

Other industries with which the entertainment industry has relationship may include:

film, TV and radio
music
fashion
sport
tourism
retail
visual arts, craft and design.

Issues of concern to the industry may be related to:

government initiatives
labour issues
industry expansion
changing nature of the marketplace.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

The term entertainment industry covers all sectors involved in the production of any type of live theatre or event. This may include:

drama

ballet

concerts

festivals

corporate theatre and communication

any type of event, e.g. sporting, cultural, charitable.

Information sources and opportunities to update industry knowledge may include:

industry associations and organisations

unions and other sources of industrial relations information

industry journals

media

Internet

reference manuals

policy and procedures manuals

personal observations and experience

discussions with industry practitioners and colleagues

seminars and other professional development opportunities

industry functions.

Other industries with which the entertainment industry has relationship may include:

film, TV and radio

music

fashion

sport

tourism

retail

visual arts, craft and design.

Issues of concern to the industry may be related to:

government initiatives

labour issues

industry expansion

changing nature of the marketplace.

Unit Sector(s)

Not applicable.

CUEIND03B Integrate accessibility principles into work practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to integrate the principles of universal access into all 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	People working in any role in any industry apply the skills and knowledge outlined in this unit, which focuses on a general knowledge of accessibility issues and the ways in which work practices may be reviewed and adjusted to ensure the needs of those with disabilities are met. This unit is written so that it may be contextualised to meet particular industry requirements. The generic nature of this unit means that combined assessment and/or training with a wide range of other units within many Training Packages is 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
1. Source information on accessibility	1.1. Identify relevant <i>sources of information</i> on accessibility issues appropriate to the work context 1.2. Review accessibility information and extract key information to inform work practice
2. Apply principles of accessibility to work activities	2.1. Identify <i>accessibility requirements</i> of colleagues/customers and potential barriers within own area of work 2.2. Assess the ways in which accessibility requirements are met through review of current work practices 2.3. Where appropriate, consult with relevant colleagues/customers on <i>ways to enhance accessibility</i> 2.4. Adjust work practices to enhance accessibility within scope of individual responsibility

ELEMENT	PERFORMANCE CRITERIA
3. Encourage consideration of accessibility issues in the workplace	3.1. Share relevant information on accessibility issues with colleagues 3.2. Where appropriate, make recommendations to others on ways to improve accessibility within the organisation

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 source and interpret information on accessibility
- problem solving skills to adjust space to provide better access for people with diverse needs

Required knowledge

- types of disabilities, prevalence of disability in Australia and associated barriers to accessibility
- accessibility issues and considerations specific to the particular work/industry context
- accessibility guidelines which may exist for the particular work context, e.g. Web Content Accessibility Guidelines
- concept of reasonable adjustment and how it may be applied in a given work/industry context
- legislation that relates to accessibility, including Disability Discrimination Act and occupational health and safety 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

EVIDENCE GUIDE	
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 accessibility issues for a particular work/industry context • ability to apply knowledge to work practices.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to apply knowledge of accessibility issues to a particular work/industry context
Method of assessment	Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include: • review of ideas created by the candidate to suggest ways of improving accessibility in a given work context • oral or written questioning to assess knowledge of relevant legislation, guidelines or particular user requirements • 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: • sources of information as relevant to the industry context.

Range Statement

RANGE STATEMENT

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

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.

Sources of information on accessibility issues may include:

- anti-discrimination legislation
- Australian standards
- disability legislation
- materials published by advocacy groups
- organisational policies and procedures

Accessibility requirements may include or relate to:

- access to information, e.g. accessible and targeted promotional materials in alternative formats
- accessible websites, multimedia and virtual displays
- changes in individual communication style or behaviour for specific disability groups
- need for reasonable adjustment in the workplace
- physical access
- working conditions

Ways to enhance accessibility may include:

- adjusting policies and procedures
- changing design and presentation methods
- communication methods for particular audiences, e.g. sign language interpreting
- making physical alterations to the workplace
- providing training on accessibility issues
- seeking partnerships or consultation with advocacy/community groups

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - workplace effectiveness

Co-requisite units

Co-requisite units		

CUEMAR01B Assist with marketing

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to provide assistance with a range of marketing activities. As such it requires a general knowledge of marketing and promotional activities, including research, the production of promotional materials and the ways in which individuals are responsible for the promotion of an organisation and its services.

This unit describes the skills and knowledge required to provide assistance with a range of marketing activities. As such it requires a general knowledge of marketing and promotional activities, including research, the production of promotional materials and the ways in which individuals are responsible for the promotion of an organisation and its services

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

Element	Performance Criteria

1	Complete marketing related tasks	1.1 Source a range of relevant internal and external marketing information
		1.2 Access information and assess for relevance and applicability
		1.3 Prepare and distribute promotional materials in accordance with instructions and the needs of particular activities
		1.4 Liaise with relevant colleagues in relation to marketing activities within the scope of individual responsibility
2	Promote the organisation	2.1 Present the organisation's identity accurately and confidently to relevant individuals and organisations
		2.2 Make appropriate contact with external stakeholders and promote the organisation in the wider community
		2.3 Maintain accurate records of contact with those external to the organisation
		2.4 Identify appropriate industry events and other networking opportunities and attend as appropriate
		2.5 Share knowledge obtained through networking with colleagues to enhance marketing activities

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

sources of marketing-related information appropriate to the industry sector

basic research skills encompassing identification of sources, questioning and active listening to elicit information, note-taking, sorting and processing information

written and oral communication skills for conveying information clearly, concisely and coherently

general knowledge of the market for different types of products and services in the relevant industry context

ways in which different types of businesses present and promote products and services, relevant to the industry sector

formats and features of different types of promotional materials, and ways in which they can be produced

networking and distribution channels relevant to the industry sector

interpersonal skills particularly in relation to networking with industry colleagues

literacy skills sufficient to interpret a broad range of marketing information and material.

Linkages to other units

This unit has linkages to a range of other units, and combined assessment and or training with those units may be appropriate, for example:

CUEMAR03B - Undertake marketing activities.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

general knowledge of marketing activities in the context of the relevant industry sector

research and communication skills to source and present information effectively.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through completion of marketing-related tasks for a specific industry purpose

liaison with others to reflect the interpersonal aspects of this unit

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of promotional materials on which the candidate has worked

evaluation of material researched by the candidate in response to a particular need

oral or written questioning to assess general knowledge of marketing as it applies to a specific organisation industry context

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).

Resource requirements

Assessment of this unit requires access to:
resources required for marketing activities.

Key competencies in this unit

Key competencies are built in to all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (2)

Reviewing competitor information.

Communicating ideas and information (2)

Drafting a flyer to promote an event.

Planning and organising activities (2)

Organising meetings on marketing issues.

Working with others and in teams (1)

Liaising with supervisor to determine work requirements.

Using mathematical ideas and techniques (1)

Using budget information.

Solving problems (1)

Dealing with conflicting information.

Using technology (1)

Using the Internet for research.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

sources of marketing-related information appropriate to the industry sector

basic research skills encompassing identification of sources, questioning and active listening to elicit information, note-taking, sorting and processing information

written and oral communication skills for conveying information clearly, concisely and coherently

general knowledge of the market for different types of products and services in the relevant industry context

ways in which different types of businesses present and promote products and services, relevant to the industry sector

formats and features of different types of promotional materials, and ways in which they can be produced

networking and distribution channels relevant to the industry sector
interpersonal skills particularly in relation to networking with industry colleagues
literacy skills sufficient to interpret a broad range of marketing information and material.

Linkages to other units

This unit has linkages to a range of other units, and combined assessment and or training with those units may be appropriate, for example:

CUEMAR03B - Undertake marketing activities.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

general knowledge of marketing activities in the context of the relevant industry sector
research and communication skills to source and present information effectively.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through completion of marketing-related tasks for a specific industry purpose

liaison with others to reflect the interpersonal aspects of this unit

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of promotional materials on which the candidate has worked

evaluation of material researched by the candidate in response to a particular need

oral or written questioning to assess general knowledge of marketing as it applies to a specific organisation industry context

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).

Resource requirements

Assessment of this unit requires access to:

resources required for marketing activities.

Key competencies in this unit

Key competencies are built in to all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (2)

Reviewing competitor information.

Communicating ideas and information (2)

Drafting a flyer to promote an event.

Planning and organising activities (2)

Organising meetings on marketing issues.

Working with others and in teams (1)

Liaising with supervisor to determine work requirements.

Using mathematical ideas and techniques (1)

Using budget information.

Solving problems (1)

Dealing with conflicting information.

Using technology (1)

Using the Internet for research.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Marketing related tasks could be very varied in nature and may include:

research

organisational tasks

document/brochure production

liaison with internal or external stakeholders.

Internal and external marketing information may relate to:

competitors

product/service development

media options

consumer preferences.

Relevant colleagues may include:

head of department

supervisor

other personnel within the organisation
clients
suppliers.

Marketing and promotional material may include:

media releases
advertisements
flyers
posters
invitations
newsletters.

Relevant individuals/organisations may include:

internal and external stakeholders
the press
community groups
clubs and societies
significant individuals.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Marketing related tasks could be very varied in nature and may include:

research
organisational tasks
document/brochure production
liaison with internal or external stakeholders.

Internal and external marketing information may relate to:

competitors
product/service development
media options
consumer preferences.

Relevant colleagues may include:

head of department
supervisor
other personnel within the organisation
clients
suppliers.

Marketing and promotional material may include:

media releases
advertisements
flyers
posters
invitations
newsletters.

Relevant individuals/organisations may include:

internal and external stakeholders
the press
community groups
clubs and societies
significant individuals.

Unit Sector(s)

Not applicable.

CUEMAR02B Undertake market research

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge to conduct formal market research. As such it requires a sound knowledge of different research methodologies and their application to different research needs. The unit has very strong links to other marketing units. Senior personnel or managers would generally undertake this role.

This unit describes the skills and knowledge to conduct formal market research. As such it requires a sound knowledge of different research methodologies and their application to different research needs. The unit has very strong links to other marketing units. Senior personnel or managers would generally undertake this role

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

Element	Performance Criteria

- 1 Plan market research
 - 1.1 Identify specific research needs based on current business focus and the needs of the organisation
 - 1.2 Develop objectives for the research in consultation with the appropriate personnel
 - 1.3 Identify research methods and select the most appropriate method in accordance with research objectives, organisational policies and procedures and resource constraints
 - 1.4 Obtain approval to undertake market research from the appropriate personnel as required
 - 1.5 Document planning process in accordance with organisational procedures
- 2 Conduct research
 - 2.1 Obtain data using selected research method(s)
 - 2.2 Identify the need for, and obtain, specialist assistance where appropriate
 - 2.3 Identify the need for, and use, appropriate technology to assist in the research process
 - 2.4 Conduct research within agreed timeframes and in accordance with agreed method
 - 2.5 Document research in accordance with organisational procedures
 - 2.6 Identify the need for, and make adjustments to, the research process when required
- 3 Analyse research findings
 - 3.1 Analyse data and identify and interpret key issues resulting from the research
 - 3.2 Store data in accordance with organisational procedures
 - 3.3 Use results to inform current activities and future planning
 - 3.4 Present results of the research to appropriate personnel with relevant recommendations and observations
 - 3.5 File results of research in accordance with organisational policies and procedures

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

role of research within the relevant industry sector and major research bodies

sources of research data within the relevant industry sector

typical research methodologies and the ways in which they are used within the relevant industry sector

types of technology use for research

report writing for the presentation of research data

methods of collating and analysing quantitative and qualitative data.

Linkages to other units

This unit has linkages to a range of other marketing and planning units, and combined assessment and or training with those units may be appropriate, for example:

THHGLE12B - Develop and manage marketing strategies

THTSMA01B - Co-ordinate the production of brochures and marketing materials.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

conduct of research using appropriate techniques, methodologies and reporting

knowledge of a range of research techniques and methodologies.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through the conduct of research for a specific project

interaction with others to reflect the consultative aspects of the unit.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

research project and report for an organisation, event or project

case studies to assess ability to apply methodologies to different situations

oral or written questioning to assess knowledge of research methodologies and sources of data

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 (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).

Resource requirements

Assessment of this unit requires access to:

current industry research data.

Key competencies in this unit

Key competencies are built in to all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (2)

Interpreting the results of a survey.

Communicating ideas and information (2)

Writing a report on the outcomes of research.

Planning and organising activities (2)

Organising interviews.

Working with others and in teams (2)

Consulting with specialists on research needs.

Using mathematical ideas and techniques (1)

Calculating results of quantitative research.

Solving problems (2)

Adjusting research methodologies in the light of experience.

Using technology (1)

Tabulating research results on computer.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

role of research within the relevant industry sector and major research bodies

sources of research data within the relevant industry sector

typical research methodologies and the ways in which they are used within the relevant industry sector

types of technology use for research

report writing for the presentation of research data

methods of collating and analysing quantitative and qualitative data.

Linkages to other units

This unit has linkages to a range of other marketing and planning units, and combined assessment and or training with those units may be appropriate, for example:

THHGLE12B - Develop and manage marketing strategies

THTSMA01B - Co-ordinate the production of brochures and marketing materials.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

conduct of research using appropriate techniques, methodologies and reporting

knowledge of a range of research techniques and methodologies.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through the conduct of research for a specific project

interaction with others to reflect the consultative aspects of the unit.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

research project and report for an organisation, event or project

case studies to assess ability to apply methodologies to different situations

oral or written questioning to assess knowledge of research methodologies and sources of data

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 (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).

Resource requirements

Assessment of this unit requires access to:

current industry research data.

Key competencies in this unit

Key competencies are built in to all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (2)

Interpreting the results of a survey.

Communicating ideas and information (2)

Writing a report on the outcomes of research.

Planning and organising activities (2)

Organising interviews.

Working with others and in teams (2)

Consulting with specialists on research needs.

Using mathematical ideas and techniques (1)

Calculating results of quantitative research.

Solving problems (2)

Adjusting research methodologies in the light of experience.

Using technology (1)

Tabulating research results on computer.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Specific research needs may include:

research on consumers, e.g. identifying existing, potential or lapsed consumers, developing detailed consumer profiles, identifying changes in attitudes and behaviour patterns

research on products and services, e.g. measuring attitudes towards existing products or services, identifying potential new products or services or ones which may be at the end of their life cycle, evaluating competitors' products, evaluating consumer attitudes towards presentation and packaging;

research on pricing, e.g. identifying attitudes towards prices, identifying costs, testing alternative pricing strategies

research on place, e.g. identifying attitudes towards location, identifying demand for products or services at other locations, identifying cooperative opportunities for distribution of information or services

research on promotion, e.g. testing and comparing different media options, testing alternative messages, measuring advertising and promotion effectiveness

research on competition, e.g. measuring awareness, identifying key competitors and their strengths, identifying frequency of use of competitors' products and services, comparing consumer attitudes to an organisation's services and those of competitors.

Appropriate personnel may include:

management

other marketing personnel

other colleagues

cooperative partners.

Research methods may include:

primary market research, including telephone interviews, postal surveys, focus groups, personal interviews and omnibus surveys

secondary market research such as information already available within the organisation, eg sales figures, attendance figures, details on the type of tickets sold, government reports, other information sources such as conference papers, speeches, reports to regulatory or funding bodies, reports from trade or professional associations, annual reports, articles, advertisements, research projects, Internet.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Specific research needs may include:

research on consumers, e.g. identifying existing, potential or lapsed consumers, developing detailed consumer profiles, identifying changes in attitudes and behaviour patterns

research on products and services, e.g. measuring attitudes towards existing products or services, identifying potential new products or services or ones which may be at the end of their life cycle, evaluating competitors' products, evaluating consumer attitudes towards presentation and packaging;

research on pricing, e.g. identifying attitudes towards prices, identifying costs, testing alternative pricing strategies

research on place, e.g. identifying attitudes towards location, identifying demand for products or services at other locations, identifying cooperative opportunities for distribution of information or services

research on promotion, e.g. testing and comparing different media options, testing alternative messages, measuring advertising and promotion effectiveness

research on competition, e.g. measuring awareness, identifying key competitors and their strengths, identifying frequency of use of competitors' products and services, comparing consumer attitudes to an organisation's services and those of competitors.

Appropriate personnel may include:

management

other marketing personnel

other colleagues

cooperative partners.

Research methods may include:

primary market research, including telephone interviews, postal surveys, focus groups, personal interviews and omnibus surveys

secondary market research such as information already available within the organisation, eg sales figures, attendance figures, details on the type of tickets sold, government reports, other information sources such as conference papers, speeches, reports to regulatory or funding bodies, reports from trade or professional associations, annual reports, articles, advertisements, research projects, Internet.

Unit Sector(s)

Not applicable.

CUEMAR03B Undertake marketing activities

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to co-ordinate a range of marketing and promotional activities with some limited short term planning. This role may be undertaken by dedicated marketing personnel or by others for whom marketing forms only a part of the job role. Longer term, more strategic planning is covered in the unit THHGLE12B - Develop and manage marketing strategies. This unit equates to the unit THHGCS07B - Co-ordinate marketing activities in the Tourism and Hospitality Training Packages.

This unit describes the skills and knowledge required to co-ordinate a range of marketing and promotional activities with some limited short term planning. This role may be undertaken by dedicated marketing personnel or by others for whom marketing forms only a part of the job role. Longer term, more strategic planning is covered in the unit THHGLE12B - Develop and manage marketing strategies. This unit equates to the unit THHGCS07B - Co-ordinate marketing activities in the Tourism and Hospitality Training Packages

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

Element	Performance Criteria
1 Plan and organise marketing and promotional activities	1.1 Plan and schedule activities in accordance with the marketing plan or other organisational systems
	1.2 Identify, analyse and incorporate relevant market information into short term planning
	1.3 Develop and implement detailed action plans for promotional activities at the appropriate time to address all operational details
2 Undertake a general public relations role	2.1 Establish and conduct relationships with industry and media colleagues in a manner that enhances the positive image of the organisation
	2.2 Use networks to assist in the implementation of promotional activities
	2.3 Develop promotional resources in appropriate formats where required, ensuring accessibility for customer colleagues with special needs
3 Review and report on promotional activities	3.1 Prepare reports in accordance with the organisation's marketing policy and required timeframes
	3.2 Present market intelligence in a manner which provides clear and concise information to those responsible for sales and marketing planning
	3.3 Make informal reports to relevant colleagues to maximise opportunity to meet team targets
	3.4 Review all activities in accordance with agreed evaluation methods, and incorporate results into future planning
	3.5 Agree to evaluation processes through consultation and negotiation

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

key marketing principles

in-depth knowledge of organisation's products/services

industry and market knowledge, including customer trends and preferences, and industry marketing and sales networks, including e-business options

knowledge of sales and marketing principles and ability to interpret a marketing plan

general knowledge of a range of promotional activities and accessibility issues that need to be considered, e.g. layout of materials to assist the visually-impaired

legal issues that impact on the planning and organisation of marketing activities

planning and organisational skills in relation to marketing activities

report writing skills for the development of marketing reports.

Linkages to other units

This unit has linkages to a range of other units and combined assessment and or training with those units may be appropriate, for example:

CUEMAR02B - Undertake market research.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

co-ordinating and organising a number of marketing or promotional activities

logical and thorough activity planning, including development of supporting organisational systems

knowledge of marketing principles and their application to practical workplace contexts.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through the planning and organisation of marketing activities for a specific project/event

interaction with others to reflect the consultative aspects of the unit

assessment conducted over a period of time so that all aspects of the unit can be assessed, e.g. the planning and conduct of activities.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of marketing activities planned and conducted by the candidate

evaluation of marketing reports prepared by the candidate, detailing the way in which an activity was planned and conducted

case studies to assess ability to apply methodologies to different situations

oral or written questioning to assess knowledge of marketing principles

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).

Resource requirements

Assessment of this unit requires access to:

resources for the conduct of marketing activities.

Key competencies in this unit

Key competencies are built in to all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (3)

Assessing the nature of the target audience for a particular activity.

Communicating ideas and information (2)

Creating a briefing document for colleagues on a specific marketing activity.

Planning and organising activities (2)

Organising a promotional event.

Working with others and in teams (2)

Liaising with co-operative partners.

Solving problems (2)

Developing a solution to address a situation where poor planning has created scheduling problems.

Using mathematical ideas and techniques (1)

Calculating costs of a particular activity.

Using technology (1)

Using Excel to produce sales results charts for a presentation.

Underpinning skills and knowledge

Assessment must include evidence of the following knowledge and skills:

key marketing principles

in-depth knowledge of organisation's products/services

industry and market knowledge, including customer trends and preferences, and industry marketing and sales networks, including e-business options

knowledge of sales and marketing principles and ability to interpret a marketing plan

general knowledge of a range of promotional activities and accessibility issues that need to be considered, e.g. layout of materials to assist the visually-impaired

legal issues that impact on the planning and organisation of marketing activities

planning and organisational skills in relation to marketing activities

report writing skills for the development of marketing reports.

Linkages to other units

This unit has linkages to a range of other units and combined assessment and or training with those units may be appropriate, for example:

CUEMAR02B - Undertake market research.

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

co-ordinating and organising a number of marketing or promotional activities

logical and thorough activity planning, including development of supporting organisational systems

knowledge of marketing principles and their application to practical workplace contexts.

Method and context of assessment

The assessment context must provide for:

practical demonstration of skills through the planning and organisation of marketing activities for a specific project/event

interaction with others to reflect the consultative aspects of the unit

assessment conducted over a period of time so that all aspects of the unit can be assessed, e.g. the planning and conduct of activities.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of marketing activities planned and conducted by the candidate

evaluation of marketing reports prepared by the candidate, detailing the way in which an activity was planned and conducted

case studies to assess ability to apply methodologies to different situations

oral or written questioning to assess knowledge of marketing principles

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).

Resource requirements

Assessment of this unit requires access to:

resources for the conduct of marketing activities.

Key competencies in this unit

Key competencies are built in to all workplace competencies. The following table describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, analysing and organising ideas and information (3)

Assessing the nature of the target audience for a particular activity.

Communicating ideas and information (2)

Creating a briefing document for colleagues on a specific marketing activity.

Planning and organising activities (2)

Organising a promotional event.

Working with others and in teams (2)

Liaising with co-operative partners.

Solving problems (2)

Developing a solution to address a situation where poor planning has created scheduling problems.

Using mathematical ideas and techniques (1)

Calculating costs of a particular activity.

Using technology (1)

Using Excel to produce sales results charts for a presentation.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Marketing and promotional activities may include:

promotional events
display and signage initiatives
market research
advertising
industry and public relations activities
familiarisations
Web-based activities
limited product development.

Issues to be considered when creating detailed plans for marketing activities may include:

objectives and nature of the activity
budget availability
public relations implications
staffing requirements
availability of promotional materials
equipment requirements
contracting of other services
travel arrangements
strategies to ensure maximum benefit
possible co-operative approaches
administrative and procedural requirements
potential e-business opportunities
maximising access for those with special needs.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Marketing and promotional activities may include:

promotional events
display and signage initiatives
market research
advertising

industry and public relations activities

familiarisations

Web-based activities

limited product development.

Issues to be considered when creating detailed plans for marketing activities may include:

objectives and nature of the activity

budget availability

public relations implications

staffing requirements

availability of promotional materials

equipment requirements

contracting of other services

travel arrangements

strategies to ensure maximum benefit

possible co-operative approaches

administrative and procedural requirements

potential e-business opportunities

maximising access for those with special needs.

Unit Sector(s)

Not applicable.

CUEOHS01B Implement workplace health, safety and security procedures

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to implement Occupational Health and Safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards. This unit describes Occupational Health and Safety competencies applicable for employees with supervisory responsibility. This may include roles such as team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety will vary and training must be tailored to meet the needs of specific work areas.

This unit describes the skills and knowledge required to implement Occupational Health and Safety policies and practices in the workplace where an established OHS framework already exists. It covers a range of industry contexts involving a variety of different conditions and hazards. This unit describes Occupational Health and Safety competencies applicable for employees with supervisory responsibility. This may include roles such as team leaders, production coordinators, forepersons or supervisors. Issues surrounding workplace health and safety will vary and training must be tailored to meet the needs of specific work areas

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

Element	Performance Criteria
1 Provide information on health and safety	1.1 Provide relevant information to the work group about occupational health and safety policies, procedures and programs 1.2 Clearly explain OHS legislation and industry codes of practice to colleagues
2 Coordinate participation in health and safety issues	2.1 Implement and monitor organisational procedures for consultation over occupational health and safety issues to ensure that all members of the work group have the opportunity to contribute 2.2 Deal with and resolve issues raised through consultation and resolve them promptly or refer them to the appropriate personnel for resolution in accordance with workplace procedures 2.3 Make the outcomes of consultation over occupational health and safety issues known to the work group promptly
3 Implement and monitor procedures for controlling hazards and risks	3.1 Identify and report existing and potential hazards in the work area so that risk assessment and risk control procedures can be applied 3.2 Implement work procedures to control risks and monitor adherence to them by the work group in accordance with workplace procedures 3.3 Monitor existing risk control measures and report results regularly in accordance with workplace procedures 3.4 Identify inadequacies in existing risk control measures in accordance with the hierarchy of control and report to designated personnel
4 Implement and monitor health and safety training	4.1 Identify occupational health and safety training needs accurately based on regular workplace monitoring 4.2 Make timely arrangements for fulfilling identified

occupational health and safety training needs in consultation with relevant parties

5	Maintain occupational health and safety records	5.1	Complete occupational health and safety records accurately and legibly in accordance with workplace and legislative requirements
		5.2	Use data to provide reliable and timely input to the management of workplace health and safety

Required Skills and Knowledge

Not applicable.

Evidence Guide

Underpinning knowledge and skills

Assessment must include evidence of the following knowledge and skills:

general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes

provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities

principles and practices of effective OHS management, such as:

the hierarchy of control

elements of an effective OHS management system

participation and consultation over OHS

incident investigation

risk management approaches

hazards which exist in the workplace and:

the range of control measures available for these hazards

considerations for choosing between different control measures, such as possible inadequacies with particular control measures

organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for:

communicating about OHS issues
consulting and allowing participation over OHS issues
identifying and reporting on hazards, e.g. through inspections
assessing risks
controlling risks
monitoring risk control measures
reporting budgetary and resource needs
responding to and dealing with hazardous events
OHS training
OHS record keeping and collection and use of incident data.

Linkages to other units

There is a link between this general safety unit and many other operational units and combined assessment and/or training with those units is recommended, for example:

CUETEM01B - Co-ordinate production operations

BSBFLM404A - Lead work teams

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

knowledge and understanding of the laws and regulations relating to OHS in the workplace, including relevant industry safety guidelines (as detailed above)

ability to monitor health and safety within the context of an established system where policies, procedures and programs already exist.

Method and context of assessment

The assessment context must provide for:

project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed

involvement of and interaction with a team for which the candidate coordinates OHS issues.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of reports prepared by the candidate detailing how OHS issues were addressed in a given project or work activity

evaluation of projects conducted by the candidate to address OHS issues in a given workplace
case studies and problem solving exercises to develop OHS responses to different workplace situations

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).

Resource requirements

Assessment of this unit requires access to:

relevant Occupational Health and Safety acts, regulations and codes of practices
organisation's Occupational Health and Safety policies and procedures.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (3)

Evaluating OHS training needs of staff.

Communicating ideas and information (3)

Providing a staff briefing.

Planning and organising activities (3)

Organising a risk audit.

Working with others and in teams (3)

Pro-actively seeking feedback on OHS issues from colleagues.

Using mathematical ideas and techniques (1)

Calculating regulatory requirements for OHS training.

Solving problems (3)

Developing a possible solution to a situation where staff may be breaching an OHS requirement.

Using technology (1)

Using an electronic update to inform colleagues about current OHS issues.

Underpinning knowledge and skills

Assessment must include evidence of the following knowledge and skills:

general knowledge of relevant industry safety guidelines as they apply to particular areas of work, e.g. Screen Producers' Association of Australia, Safety Guidelines for the Entertainment Industry, Film Industry Recommended Safety Code and Safety Guidance Notes

provisions of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, employees and other parties with legal responsibilities

principles and practices of effective OHS management, such as:

the hierarchy of control

elements of an effective OHS management system

participation and consultation over OHS

incident investigation

risk management approaches

hazards which exist in the workplace and:

the range of control measures available for these hazards

considerations for choosing between different control measures, such as possible inadequacies with particular control measures

organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including procedures for:

communicating about OHS issues

consulting and allowing participation over OHS issues

identifying and reporting on hazards, e.g. through inspections

assessing risks

controlling risks

monitoring risk control measures

reporting budgetary and resource needs

responding to and dealing with hazardous events

OHS training

OHS record keeping and collection and use of incident data.

Linkages to other units

There is a link between this general safety unit and many other operational units and combined assessment and/or training with those units is recommended, for example:

CUETEM01B - Co-ordinate production operations

BSBFLM404A - Lead work teams

Critical aspects of evidence

The following evidence is critical to the judgement of competence in this unit:

knowledge and understanding of the laws and regulations relating to OHS in the workplace, including relevant industry safety guidelines (as detailed above)

ability to monitor health and safety within the context of an established system where policies, procedures and programs already exist.

Method and context of assessment

The assessment context must provide for:

project or work activities conducted over a period of time so that the implementation and monitoring aspects of the unit can be assessed

involvement of and interaction with a team for which the candidate coordinates OHS issues.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

evaluation of reports prepared by the candidate detailing how OHS issues were addressed in a given project or work activity

evaluation of projects conducted by the candidate to address OHS issues in a given workplace case studies and problem solving exercises to develop OHS responses to different workplace situations

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).

Resource requirements

Assessment of this unit requires access to:

relevant Occupational Health and Safety acts, regulations and codes of practices

organisation's Occupational Health and Safety policies and procedures.

Key competencies in this unit

Key competencies are built into all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Collecting, organising and analysing information (3)

Evaluating OHS training needs of staff.

Communicating ideas and information (3)

Providing a staff briefing.

Planning and organising activities (3)

Organising a risk audit.

Working with others and in teams (3)

Pro-actively seeking feedback on OHS issues from colleagues.

Using mathematical ideas and techniques (1)

Calculating regulatory requirements for OHS training.

Solving problems (3)

Developing a possible solution to a situation where staff may be breaching an OHS requirement.

Using technology (1)

Using an electronic update to inform colleagues about current OHS issues.

Range Statement

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

This competency is to be exhibited in accordance with all relevant Occupational Health and Safety legislation, particularly:

State/Territory OHS Acts, regulations and codes of practice

general duty of care under State/Territory legislation and common law

requirements for the maintenance and confidentiality of records of occupational injury and disease

provision of information and training

regulations and codes of practice relating to hazards present in the work area

health and safety representatives and/or Occupational Health and Safety committees and issue resolution.

Relevant workplace procedures may be:

formally documented or communicated verbally

general to the management of the enterprise, for example:

job procedures and work instructions

maintenance of plant and equipment

purchasing of supplies and equipment

specific to OHS, for example:

emergency response

providing OHS information

OHS training
consultation and participation
incident investigation
issue resolution
OHS record keeping
identifying hazards, e.g. inspections
assessing risks
controlling risks
reporting OHS issues.

Information may cover the following areas:

the induction of new workers
the nature of work and tasks, procedures and the limits to worker authority
hazards and risk management procedures
assistance with work tasks
direct supervision where necessary, e.g. for inexperienced workers
legislation and codes of practice, e.g. relating to hazards in the work area
consultation with health and safety representatives and OHS committees.

Participative arrangements may include:

formal and informal meetings
OHS committees
other committees, e.g. consultative, planning, purchasing
health and safety representatives.

Identifying hazards may include activities associated with:

audits
workplace inspections
housekeeping
job and work system assessment
OHS record keeping
maintenance of plant and equipment
purchasing of supplies and equipment
identifying employee concerns.

Controlling risks may include actions such as:

measures to remove the cause of a risk at its source
application of the hierarchy of control, namely:

elimination of the risk
engineering controls
administrative controls
personal protective clothing and equipment

consultation with workers and their representatives.

Hazardous events may include:

accidents
fires and explosions
emergencies, e.g. chemical spills
bomb scares.

Procedures for dealing with these may include:

evacuation
chemical containment
First Aid procedures
accident/incident reporting and investigation.

OHS training may include:

induction training
specific hazard training
specific task or equipment training
emergency and evacuation training
training as part of broader programs, e.g. equipment operation.

OHS records may include:

OHS audits and inspection reports
records of occupational injury and disease
health surveillance and workplace environmental monitoring records
records of instruction and training
manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists
hazardous substances registers
maintenance and testing reports
workers compensation and rehabilitation records
First Aid/medical post records.

The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

This competency is to be exhibited in accordance with all relevant Occupational Health and Safety legislation, particularly:

State/Territory OHS Acts, regulations and codes of practice

general duty of care under State/Territory legislation and common law

requirements for the maintenance and confidentiality of records of occupational injury and disease

provision of information and training

regulations and codes of practice relating to hazards present in the work area

health and safety representatives and/or Occupational Health and Safety committees and issue resolution.

Relevant workplace procedures may be:

formally documented or communicated verbally

general to the management of the enterprise, for example:

job procedures and work instructions

maintenance of plant and equipment

purchasing of supplies and equipment

specific to OHS, for example:

emergency response

providing OHS information

OHS training

consultation and participation

incident investigation

issue resolution

OHS record keeping

identifying hazards, e.g. inspections

assessing risks

controlling risks

reporting OHS issues.

Information may cover the following areas:

the induction of new workers

the nature of work and tasks, procedures and the limits to worker authority

hazards and risk management procedures

assistance with work tasks

direct supervision where necessary, e.g. for inexperienced workers

legislation and codes of practice, e.g. relating to hazards in the work area

consultation with health and safety representatives and OHS committees.

Participative arrangements may include:

formal and informal meetings

OHS committees

other committees, e.g. consultative, planning, purchasing

health and safety representatives.

Identifying hazards may include activities associated with:

audits

workplace inspections

housekeeping

job and work system assessment

OHS record keeping

maintenance of plant and equipment

purchasing of supplies and equipment

identifying employee concerns.

Controlling risks may include actions such as:

measures to remove the cause of a risk at its source

application of the hierarchy of control, namely:

elimination of the risk

engineering controls

administrative controls

personal protective clothing and equipment

consultation with workers and their representatives.

Hazardous events may include:

accidents

fires and explosions

emergencies, e.g. chemical spills

bomb scares.

Procedures for dealing with these may include:

evacuation

chemical containment

First Aid procedures

accident/incident reporting and investigation.

OHS training may include:

induction training

specific hazard training

specific task or equipment training

emergency and evacuation training

training as part of broader programs, e.g. equipment operation.

OHS records may include:

OHS audits and inspection reports

records of occupational injury and disease

health surveillance and workplace environmental monitoring records

records of instruction and training

manufacturer and supplier information, including material safety data sheets and dangerous goods storage lists

hazardous substances registers

maintenance and testing reports

workers compensation and rehabilitation records

First Aid/medical post records.

Unit Sector(s)

Not applicable.

CUETEM09B Manage diversity

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to provide leadership in a diverse workplace where customers and staff may be from a wide range of backgrounds. It builds on the unit BSBDIV301A Work effectively with diversity. This unit is closely based on, and equates to, the unit SITXHRM007A Manage workplace diversity in the Tourism, Hospitality and Events Training Package. No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Application of the Unit

Application of the unit	Individuals in middle and senior management levels apply the skills and knowledge outlined in this unit. Access to cultural events and activities by everyone in the community irrespective of age, gender, cultural background, physical and mental abilities is critical to the success of the industry. This unit has strong linkages to a range of other units, and combined assessment and/or training with those units would be appropriate, e.g.: • BSBHRM402A Recruit, select and induct staff • BSBLED401A Develop teams and individuals • BSBWOR401A Establish effective workplace relationships • BSBWOR502A Ensure team effectiveness

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. Encourage respect for diversity in the workplace	1.1. Provide a role model for others through individual behaviour that demonstrates respect for <i>diversity</i> 1.2. Develop <i>work practices</i> and undertake <i>planning</i> in a manner which shows respect for workplace diversity 1.3. Assist and coach colleagues in ways of accepting diversity in relation to both colleagues and customers
2. Use diversity as an asset	2.1. Recognise the skills of a diverse workforce and use these to enhance organisational performance 2.2. Promote the <i>benefits of productive diversity</i> to

ELEMENT	PERFORMANCE CRITERIA
	colleagues
3. Deal with problems arising from diversity issues	3.1. Recognise workplace problems that arise from diversity issues promptly and take action to resolve the situation 3.2. Identify training needs and take appropriate action 3.3. Use coaching and mentoring to assist colleagues to successfully work in a diverse environment

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

Required skills

- cross-cultural communication skills with reference to the roles of leaders and managers, including cross-cultural communication for:
 - conflict resolution
 - problem-solving
 - negotiation
 - motivation

Required knowledge

- specific diversity issues which apply to the cultural industries and which contribute to the industry's progress, including benefits of productive diversity
- legal issues that relate to diversity, including Equal Employment Opportunity and anti-discrimination

Evidence Guide

EVIDENCE GUIDE

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

EVIDENCE GUIDE	
evidence required to demonstrate competency in this unit	competence in this unit: • understanding of the role of leaders and managers in encouraging diversity in the cultural industries • knowledge of cross-cultural communication techniques as they apply to leaders and managers • knowledge of specific cultural issues that may apply in a particular industry context.
Context of and specific resources for assessment	The assessment context must provide for: • project or work activities that allow the candidate to address typical diversity issues found in cultural industries workplaces.
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 develop strategies for effectively managing diversity in different industry contexts • oral or written questions to assess knowledge of cross-cultural issues and communication 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	No particular resource requirements apply to the assessment of this 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

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.	
Diversity is used here in its broadest sense and may be related to:	• age • disabilities • family structure • gender • language • race • sexual preference • special needs
Planning and work practices that reflect respect for diversity may include:	• acknowledgment of religious and cultural celebrations • appropriate allocation of duties to particular staff members • consideration of customers with special needs • culturally appropriate mixing of staff • training in culturally-appropriate communication • consultation sessions with • special interest groups • sponsors • stakeholders • the audience for a product or service • the community, e.g. local, regional, ethnic or racial
Benefits of productive diversity may include:	• a multi-lingual workforce • a workforce that reflects the diversity of the customer base • different perspectives on problem solving • education of the workforce • improved cross-cultural communication • increased trade with other countries/cultures • more interesting work environments • removal of prejudice

Unit Sector(s)

Unit sector	

Competency field

Competency field	Workforce development - diversity

Co-requisite units

Co-requisite units		

CUFANM503A Design animation and digital visual effects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the skills and knowledge required to design animation and digital visual effects 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	Designers who specialise in animation or visual effects apply the skills and knowledge described in this unit. They work closely with people such as directors or producers to prepare design specifications for animation or visual effects for projects, which range in scope from television commercials to aspects of feature films, an entire animated film or interactive games. A high level of creative conceptualisation is required, along with an ability to undertake background research. Even though designers operate at a senior level with a high degree of autonomy, the process of generating concepts and ideas is collaborative. An ability to work in a team environment and with clients is therefore essential. Skills associated with implementing designs are covered in: • BSBDES601A Manage design realisation.

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 design requirements	1. With reference to <i>production documentation</i> identify the scope of <i>design projects</i> 2. Identify <i>factors</i> that may have an impact on the design process 3. Participate in preliminary concept meetings to clarify understanding of design requirements 4. With reference to production documentation, itemise

ELEMENT	PERFORMANCE CRITERIA
	elements that need to be addressed during the design phase
Generate and assess ideas	5. Generate a range of design ideas that respond sympathetically to the brief and provide creative solutions to design issues 6. Assess ideas and collaborate, as required, with relevant personnel to maximise contribution of ideas to initial concepts 7. Continuously reflect on and appraise ideas for implications on cost, technical feasibility, and creative requirements
Conduct research and experimentation	8. Research aspects of content and target audience characteristics that might influence production styles and techniques 9. Trial various techniques to test the suitability of their use in given design projects 10. Organise research and experimentation material for ease of access by relevant personnel during the design development process 11. Analyse and document research and experimentation findings for use during the design phase
Produce draft design specifications	12. In consultation with relevant personnel, evaluate initial concept ideas in light of research and experimentation findings and select the most appropriate approach 13. Ensure that agreement is reached with relevant personnel on a consistent interpretation of design and visual details 14. Create storyboards as required 15. Prepare or supervise the preparation of sample material to be included in design specifications as required 16. Write draft design specifications to include relevant advice to design and development teams 17. Discuss draft design specifications with relevant personnel to ensure that all requirements have been addressed
Finalise design specifications	18. Present draft design specifications to relevant personnel for review 19. Participate in the initial and ongoing evaluation of design specifications 20. Negotiate and agree to additions or modifications and amend design specifications as required

ELEMENT	PERFORMANCE CRITERIA
	21. Clarify the ongoing role of the designer during the production phase and in the evaluation of the final animations or digital visual effects 22. Review process of designing animation and digital visual effects 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 creative concepts and briefs
 - prepare design specifications
 - present design ideas for discussion and feedback from team members
 - clearly and concisely document specifications for the design of animation and digital visual effects
 - work collaboratively with other members of a production team
 - negotiate amendments and additions to design specifications
- initiative, enterprise and creativity in the context of:
 - developing original, innovative and creative approaches to designing animation and visual effects
 - experimenting with techniques to achieve desired visual effects
 - extending creative boundaries for self and audience
 - thinking laterally when developing concepts
 - undertaking background research to inform design projects
 - maintaining design integrity
 - finding ways to minimise the effect of technical constraints
 - finding creative solutions to problems identified during the process of designing animation and visual effects
 - locating and using resources to broaden own creative experience
- technical skills sufficient to use standard word processing, spreadsheet and presentation software in the context of preparing design and technical specifications
- learning in the context of improving performance/product through self-reflection and reworking after feedback.
- self-management skills sufficient to:

REQUIRED SKILLS AND KNOWLEDGE

- meet deadlines
- provide appropriate and timely documentation

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 productions for which animation and digital visual effects are being designed
 - issues and challenges that arise in the context of designing animation and digital visual effects
- principles and techniques of animation, layout and composition
- screen principles
- principles of visual design and communication
- colour theory, line, dimension, depth and their application on the screen
- drawing techniques, including drawing to scale
- formats and techniques for documenting the design of animation and digital visual effects
- OHS standards as they relate to working for periods of time on computers
- 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 animation and digital visual effects that:
 - are well documented and clearly presented
 - supported by appropriate research
 - meet production requirements
- ability to work effectively as a member of a production team

EVIDENCE GUIDE	
	• effective verbal presentation skills.
Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through the design of animation and digital visual effects 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 animation and visual effects documented by the candidate and their effectiveness in terms of meeting production requirements • observation of a candidate presenting their designs to team members and explaining how it meets requirements.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • BSBDES601A Manage design realisation • BSBCRT501A Originate and develop concepts.

Range Statement

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

RANGE STATEMENT	
regional contexts) may also be included.	
<i>Production documentation</i> may include:	• animatics • brief • script • shot list • storyboard • technical specifications.
<i>Design projects</i> may include	• animation and/or digital visual effects for: • films • television productions • commercials/advertisements • games • e-learning resources • websites • mobile phones • promotional/informational videos/DVDs • digital simulations • virtual worlds.
<i>Factors</i> may include:	• audience/user • availability of personnel • availability of resources • available budget • complexity of project • expectations of producers and/or directors • intellectual property • need to attract finance • production schedule • production values • technical parameters, including: • technology constraints • console • platform • bandwidth • memory/RAM • HDTV • timelines.
<i>Relevant personnel</i> may include:	• animators • clients.

RANGE STATEMENT	
	• composers • designers • director • director of photography • head of department • producer • supervisor • technical director • writers • other technical/specialist personnel.
Research may include:	• contacting historical or other special interest associations • reading newspapers books and other reference material • reading software manuals • searching the internet • talking and listening to experts • watching documentary material.
Aspects of content may include:	• cultural considerations • historical period • style of production: • comic • dramatic • fantasy • educational/instructive • informational • promotional.
Target audience characteristics may include:	• computer literacy • demographics, e.g.: • age • gender • education • occupation • location • cultural background • hobbies • interests • internet literacy • language, literacy and numeracy

RANGE STATEMENT	
	• personas • specific needs - physical or psychological.
Techniques may include:	• 2D animation • 2D graphics and paint • 3D models and animation • compositing.
Design specifications may include:	• content inventory • diagrams • flow charts • illustrations • maps • models • plans • resource issues • sample animation elements • sketches • storyboards • technical drawings • technical specifications • video clips • wire frames.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - animation and digital effects

Co-requisite units

Co-requisite units	

Co-requisite units		

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.

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 <i>sources of information</i> on copyright 2. Determine what is and is not protected by copyright 3. Identify and determine role of <i>copyright collection societies</i> 4. Check copyright legislation with <i>appropriate person</i> 5.
Obtain permission to use copyright material	6. Identify copyright owner's <i>exclusive rights</i> 7. Determine need for copyright clearance and identify potential for <i>fair use</i> of copyright material

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

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement 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

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.	
<i>Sources of information</i> 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).
<i>Copyright collection societies</i> may include:	• Australasian Mechanical Copyright Owners Society Ltd (AMCOS) • Australasian Performing Right Association (APRA) • Christian Copyright Licensing International • Copyright Agency Ltd (CAL)

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 • licensors/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

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 ©, 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

Co-requisite units

Co-requisite units		

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 licensors and music publishers.

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 <i>original work</i> 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 <i>copyright issues</i> are fully addressed in terms of copyright owners <i>exclusive rights</i> and the rights of others
Protect original works	4. Confirm original work is protected at local and international levels against illegal or unauthorised

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

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

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.

Range Statement

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

RANGE STATEMENT	
Relevant parties may include:	- agents/artists' managers/industry managers - artists - employee associations/union representatives - industry/industry association representatives - legal representatives - licensors/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

Co-requisite units

Co-requisite units		

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	

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and 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

ELEMENT	PERFORMANCE CRITERIA
	specify appropriate <i>metadata</i> 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

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

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.	
<i>Relevant personnel</i> may include:	• client • programmer and technical support people • supervisor • web manager • other specialist creative and administrative staff as appropriate.
<i>Electronic content</i> may include:	• audio • HTML • images (photographs and illustrations) • PDF documents • text • video • Word documents.
<i>Link-checking software</i> may include:	• Xenu • Linkbot • software internal to content management systems.
<i>Content management systems</i> may include:	• authoring tools, such as: • Dreamweaver • Contribute • learning management systems, such as: • WebCT

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		

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.

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 <i>project</i> brief 2. Discuss selection of images with <i>relevant personnel</i> 3. Assess <i>scanner features</i> to ensure that outcomes will meet the requirements of brief 4. Operate scanner according to manufacturer specifications 5. Select <i>scanner settings</i> 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

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:

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

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

RANGE STATEMENT

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

<i>Projects</i> may include:	• e-commerce • educational product • game • information product • promotional product • training product • website.
<i>Relevant personnel</i> may include:	• client • designer • graphic artist • interactive media author • programmer, coder and technical support people • supervisor • web manager • other specialist creative and administrative staff.
<i>Scanner features</i> 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.
<i>Scanner settings</i> 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

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

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

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		

Co-requisite units		

CUFDIG304A Create visual design components

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to create visual designs for a range of interactive media components. People in this role work closely with other members of a production team. They create visual design components in response to specifications and under the supervision of a graphic designer or producer. They contribute creative ideas to the overall concept that needs to take account of technical considerations, such as the final delivery platform. 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 the key principles and practice of graphic design in the context of creating visual design components that could be integrated into a range of media products, including print media. A graphic artist usually undertakes this role and is expected to be competent in a range of design techniques, including freehand drawing. The visual design output will nevertheless be in a digital format for inclusion in a final media product. More complex skills associated with visual design aspects

	of a whole interactive media product are covered in: - CUFDIG402A Design user interfaces - CUFDIG403A Create user interfaces.

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 work requirements	- Clarify type of visual design <i>components</i> required, in consultation with <i>relevant personnel</i> - In discussion with relevant personnel, identify factors

ELEMENT	PERFORMANCE CRITERIA
	that may determine or affect visual design concepts, including design techniques 3. Clarify in discussion with relevant personnel the target user and audience, and determine format and delivery platform
Generate and assess ideas	4. Review media products, designs, images, artwork and other creative sources that may inspire visual design ideas 5. Obtain other relevant information that may influence design ideas 6. Generate a range of visual design ideas that are technically feasible, respond to specifications and provide creative solutions to all design issues 7. Present visual design ideas to relevant personnel using design techniques
Plan approach	8. Experiment with traditional and digital imaging techniques to create required visual design components 9. Explore range of typographical and visual design elements to create the components 10. Evaluate initial design ideas and specifications against findings and discuss with relevant personnel to select final design concept 11. Select design technique and discuss with relevant personnel to ensure appropriate output format meets delivery platform requirements
Produce visual design components	12. Develop structure for components based on the final design concept using selected design techniques 13. Apply visual design principles and communication principles to produce components 14. Save visual design in an appropriate format that satisfies the technical parameters determined in consultation with relevant personnel
Finalise visual design components	15. Review visual design components to assess whether creative solutions meet design and technical specifications 16. Discuss and confirm with relevant personnel additional requirements or modifications and 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 and verbal instructions
 - work as a member of a production team - both independently on assignment and under direction
 - respond constructively to feedback received from other team members
- initiative and enterprise in the context of generating a range of feasible ideas for visual designs
- technical skills sufficient to:
 - use a range of design techniques for creating visual designs, including industry-standard graphics software
 - apply visual design and communication principles to produce visual designs
 - create visual design components in appropriate formats for a range of delivery platforms
 - 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
 - basic understanding of the relationship between technical and creative aspects and requirements of media projects
- basic design principles of layout and composition
- characteristics of digital and traditional imaging
- visual design and communication principles
- typography
- copyright clearance procedures
- OHS standards as they apply to the use of 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 following is essential: • creation of visual design components that respond effectively to specifications and demonstrate the application of visual design and communication principles • ability to apply a selection of the design techniques listed in the range statement • ability to work collaboratively in a team environment.
Context of and specific resources for assessment	Assessment must ensure: • access to a 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 a range of visual design components created by the candidate • written or oral questioning to test knowledge of visual design principles, communication principles and responsibilities of different members of a project team.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG303A Produce and prepare photo images

EVIDENCE GUIDE

- CUFANM301A Create 2D digital animations.

Range Statement**RANGE STATEMENT**

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

Components may include:

- 2D animation objects
- backgrounds
- banners
- basic user interfaces
- colours
- flow charts
- icons
- illustrations
- interactive buttons
- interactive controls
- logos
- simple 2D animation characters
- text
- titles
- other components required by the project.

Relevant personnel may include:

- art director
- asset creator
- client
- editor
- producer
- programmer
- supervisor
- technical director
- technical staff
- other specialist creative and administrative staff.

RANGE STATEMENT	
<i>Design techniques</i> may include:	• drawing freehand • drawing on a tablet • flow charts • scanning drawings and photographs • storyboards • thumbnail sketches • using graphics software, such as: • Corel Draw • Corel Paint Shop Pro • Photoshop • Photoshop Elements • Illustrator • Paint.net • Fireworks.
<i>Format</i> may include:	• bitmap image • digital formats, such as: • GIF • JPEG • PDF • TIFF • PICT • PNG • PSD • HTML • hard copy • vector image.
<i>Delivery platform</i> may include:	• CD • DVD • film • games console • internet • kiosk • mobile phone • other wireless/mobile devices • personal digital assistant (PDA) • print media • television.
<i>Relevant information</i> may	• brands

RANGE STATEMENT	
include:	• logos • previous versions of components • printed materials • promotion materials • style guides • trademarks.
Typographical design 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.
Visual design principles may include:	• balance • emphasis • focal point • movement • perspective • proportion • scale • unity.
Communication principles may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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

	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 <i>design specifications</i>

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

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

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

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 to a 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

RANGE STATEMENT

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

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

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		

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

	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	- Discuss concept with <i>relevant personnel</i> to ensure that design briefs are fully understood - Identify technical parameters of interactive media products, including <i>delivery platform</i> - Identify target <i>audience and user characteristics</i>

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

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

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.	
<i>Relevant personnel</i> 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

RANGE STATEMENT	
	staff.
<i>Delivery platform</i> may include:	• CD • DVD • games console • internet • kiosk • mobile phone • personal digital assistant (PDA) • other wireless/mobile devices.
<i>Audience and user characteristics</i> 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.
<i>Information architecture specifications</i> may include:	• content inventory • diagrams • flow charts • maps • navigation charts • plans • storyboards • wire frames.
<i>Spatial zones</i> may include:	• banners • content areas • grids • headings • images • logos • media assets • menu systems

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

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		

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.

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 <i>design specifications</i> in consultation with <i>relevant personnel</i> to clarify the target user, audience and <i>purpose of interactive media products</i> 2. Obtain samples of text content and <i>media assets</i> to be integrated into user interfaces 3. Determine file <i>output format</i> for <i>delivery platform</i> of interactive media products
Generate ideas	4. Research interactive media product user interfaces, designs, images, artwork and other creative sources that

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

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

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:

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.	
<i>Design specifications</i> 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.
<i>Relevant personnel</i> may include:	• graphic designer • information architect • instructional designer • navigation designer

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

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

RANGE STATEMENT	
	• focal point • movement • perspective • proportion • scale • unity.
<i>Communication principles</i> may include:	• communicates message • conveys meaning • meets audience requirements • uses functional components.
<i>Principles of user-centred design</i> 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.
<i>Standards</i> may include:	• interoperability • readability • usability • W3C Accessibility.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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.

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 <i>purpose</i> of, and target audience for, web environments 2. Consult with clients to clarify <i>project requirements</i> 3. Identify target <i>audience characteristics</i> 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 <i>web environments</i> and analyse their potential

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

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

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

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.	
<i>Purpose</i> may include:	- business and corporate - community - education - entertainment - government - information and news - knowledge management - personal - promotion - training.
<i>Project requirements</i> may include:	- access to facilities and resources - budget - deliverables - milestones - personnel, including: - number - availability - expertise prototyping

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

RANGE STATEMENT	
	tools.
<i>Delivery platform</i> may include:	• digital television set • internet • mobile phone • other wireless/mobile devices • personal digital assistant (PDA).
<i>Standards</i> may include:	• interoperability • SCORM • usability • W3C Accessibility.
<i>Relevant personnel</i> 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.
<i>Media assets</i> may include:	• animation • audio • audio/visual files, such as PowerPoint • graphics • images • text • text documents, such as PDF and Word • video.
<i>Production requirements</i> may include:	• levels of expertise • production deadlines • production schedules • production team • production values • testing strategies.
<i>Testing strategies</i> may include:	• alpha • beta • completion

RANGE STATEMENT	
	• continuous • milestone • prototype • staged.
<i>Design specifications</i> may include:	• content inventory • diagrams • flow charts • maps • navigation charts • plans • storyboards • technical specifications • user interface mock-ups • wire frames.
<i>Legislative or ownership issues</i> 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

Co-requisite units

Co-requisite units		

CUFDIG507A Design digital simulations

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to design digital simulations. 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 range of digital simulations covered in this unit is broad, and could include virtual world environments for architecture; virtual instruments and equipment for science and engineering; or natural and technical processes and procedures in medicine, conservation and manufacturing. As these simulations are based on real world environments and processes, designers need to work closely with experts in the field to understand the dynamics of the processes and to be able to model these in a virtual environment. The unit also requires working collaboratively with programmers and software authors to ensure the simulation can be technically achieved. As the application for simulation is broad, including demonstration and training, this unit relates to other design units, including: • CUFDIG503A Design e-learning resources • 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. Confirm objectives and desired outcomes of briefs in consultation with <i>relevant personnel</i> 2. Identify target audience and determine format and <i>delivery platform</i> of simulations through discussion with relevant personnel
Research and plan	3. Investigate fully the <i>real world environment</i> that is to be simulated

ELEMENT	PERFORMANCE CRITERIA
approach	4. Obtain designs, plans and other information that may assist in modelling the real world environment 5. Determine the performance objectives, task complexity and required levels of user skill 6. Determine the required depth of physical and functional fidelity, taking into account production requirements 7. Research and select appropriate simulation authoring tools 8. Discuss ideas and collaborate, as required, with relevant personnel to ensure contribution of a range of ideas and creative solutions
Draft simulation design documents	9. Identify the processes that determine the functional behaviour and specify how this behaviour is to be represented by control objects 10. Define the underlying functionality in a model that specifies the essential settings, states, conditions and parameters 11. Specify the user interface controls that enable users to interact with simulations 12. Identify critical impacts, alerts or costs for incorrect user operation 13. Specify positive and negative user feedback 14. Specify the sequencing of levels of difficulty 15. Present draft simulation design documents for discussion with and feedback from other team members
Finalise simulation design documents	16. Review designs against required project outcomes and performance objectives 17. Review designs to ensure they meet creative, technical and legislative requirements 18. Adjust designs as necessary after discussions with relevant personnel and incorporating user feedback 19. Save and archive user interface controls for other projects

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

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

REQUIRED SKILLS AND KNOWLEDGE

Required skills

- communication, teamwork and literacy skills sufficient to:
 - interpret and clarify project briefs
 - establish rapport with clients
 - work collaboratively in a team environment to find the best design solutions
 - clearly and concisely document specifications for the design of the digital simulation
- initiative and enterprise in the context of:
 - generating ideas for the design of digital simulations that meet the specified performance objectives
 - thinking laterally when developing ideas
 - maintaining design integrity
- technical skills sufficient to:
 - create storyboards, state-charts and other diagrams to specify the architecture and navigation of digital simulations
 - design simulations that represent a real world environment to the required level of fidelity
- 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
 - issues and challenges that arise in the context of designing and developing digital simulations
- typical formats and techniques for documenting the design of digital simulations
- OHS standards as they relate to working for periods of time on computers
- way in which algorithms, laws, rules and mathematical formulas can represent real world processes
- 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

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: • design specifications for digital simulations that: • are well documented and clearly presented • meet performance requirements • are technically feasible • ability to work effectively as a member of a design team.
Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through the design of at least two digital simulations • access to briefs for digital simulations 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 digital simulation designs documented by the candidate and of their quality in terms of meeting performance requirements • 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 develop digital simulations for a range of real world environments.
Guidance information for assessment	Holistic assessment with other units relevant to the industry sector, workplace and job role is recommended, for example: • CUFDIG503A Design e-learning resources • CUFDIG504A Design games

EVIDENCE GUIDE

- CUFDIG506A Design interaction.

Range Statement**RANGE STATEMENT**

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and 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
- designer
- expert
- graphic artist
- head of department
- programmer
- publisher
- script writer
- software engineer
- other technical and creative staff.

Delivery platforms may include:

- CD/DVD
- games console
- internet
- mobile phone
- personal digital assistant (PDA)
- other wireless/mobile devices.

Real world environments may include:

- device
- equipment
- machine
- natural habitat
- procedure
- process
- social environment
- spatial environment
- system
- tool.

RANGE STATEMENT	
<i>Performance objectives</i> may include:	• control • dexterity • judgement • knowledge • memory • perception • proficiency • recall • reflection • speed and accuracy of decision making and problem solving • understanding.
<i>Production requirements</i> may include:	• budget • schedules • staff expertise • timelines.
<i>Authoring tools</i> may include:	• authoring software, such as: • Dreamweaver • GoLive • Contribute • Breeze • Captivate • Authorware • Flash • Director • PageMill • RoboDemo • simulation software, such as LabView • scripting using languages, such as: • CC++ • Java • ActionScript • Lingo.
<i>Processes</i> may include:	• astrological • biological • chemical • electrical • environmental • mechanical

RANGE STATEMENT	
	• mental • physical • social.
<i>Control objects</i> may include:	• algorithms • forces • laws • mathematical formulas • rules.
<i>User interface controls</i> may include:	• buttons • clocks • dials • gauges • handles • joysticks • keyboards • keypads • knobs • lamps • levers • meters • sliders • switches • timers • valves • wheels.
<i>Simulation design documents</i> may include:	• diagrams • flow charts • maps • plans • state-charts • storyboards • technical specifications • user interface mock-ups • wire frames.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Visual communication - digital content and imaging

Co-requisite units

Co-requisite units		

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.

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 <i>structure and operation</i> of the <i>creative arts industries</i> using <i>appropriate sources</i> 2. Seek information on <i>employment obligations and opportunities</i> within the creative arts industries using appropriate sources 3. Seek information on <i>new technology</i> affecting the creative arts industries using appropriate sources

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

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

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.	
<i>Structure and operation</i> 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.
<i>Creative arts industries</i> may	• Entertainment

RANGE STATEMENT	
include:	• Film, Television, Radio and Interactive Media • Museums and Library Services • Music • Visual Arts, Craft and Design.
<i>Appropriate sources</i> 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.
<i>Employment obligations and opportunities</i> 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

RANGE STATEMENT	
	• roles, responsibilities and employment rights of individuals and contracted freelance workers • unions.
<i>New technology</i> 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.
<i>Laws and regulations</i> 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.
<i>Current issues of concern</i> 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.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

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.

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

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

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

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 abreast 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

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.

Range Statement

RANGE STATEMENT

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

<i>Networks</i> may include	• chambers of commerce • community organisations • industry professional associations • lobby groups • unions.
<i>Strategies</i> 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.
<i>Information</i> may include:	• achievements • availability • awards • client list • contact details • past work • portfolio of work • rates • referees • show reels • skills • testimonials • URL of personal website.
<i>Employment networks</i> may include:	• agents • Centrelink • industry professional associations • online employment agencies • unions.
<i>Support services</i> may include:	• accountants • couriers

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,

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.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Industry capability - industry context

Co-requisite units

Co-requisite units		

CUFLGT501A Conceive and develop lighting designs

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit describes the performance outcomes, skills and knowledge required to develop lighting designs for productions in the film, television and live performance 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 designers apply the skills and knowledge described in this unit. They work closely with directors, directors of photography (DOPs), production designers, technical producers and costume designers to ensure that their lighting designs reflect the style and mood of productions. On major productions, lighting designers manage a team of lighting assistants/technicians, lighting console operators and electricians. As such, they have responsibility for all aspects of lighting operations, including safety. Skills associated with realising lighting designs for film and television productions are covered in: • CUFLGT401A Implement lighting designs.

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
Interpret creative briefs	1. Analyse performance outlines/scripts to determine overall <i>production</i> concepts 2. Participate in preliminary concept meetings with <i>relevant personnel</i> to discuss <i>lighting requirements</i> 3. Identify <i>factors</i> that may determine and affect the lighting design 4. Prepare relevant <i>documentation</i> and brief team on lighting requirements as required
Conduct and evaluate	5. Identify and source <i>references</i> that may inform the

ELEMENT	PERFORMANCE CRITERIA
research	design process 6. Critically analyse sources and references in the context of design projects 7. Consider the impacts and potential of new and emerging technologies to inform the design 8. Collect, collate and adapt materials to develop initial design concepts
Generate and assess ideas	9. Generate a range of ideas for designs that respond sympathetically to briefs and provide creative solutions to technical issues 10. Discuss ideas and collaborate with relevant personnel to maximise their contribution of ideas to initial concepts 11. Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet briefs 12. Provide strategic information to effect improvements in the management of production outcomes
Develop and document designs	13. Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of designs 14. Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation 15. Evaluate initial concepts and select the most appropriate approach, giving due consideration to budget, research findings and ongoing reflection/discussion 16. Use initial concepts as the basis for developing lighting designs, taking into account a range of criteria and factors 17. Accurately complete documentation according to production requirements and enterprise procedures 18. Ensure that lighting designs and plans can be achieved within budget constraints and production schedules 19. Ensure relevant OHS requirements are incorporated into the lighting design process
Communicate design ideas and make amendments	20. Present draft lighting plans and specifications to relevant personnel in an appropriate format 21. Participate in the initial and ongoing evaluation of draft designs 22. Negotiate and agree to modifications to designs and undertake necessary amendments

ELEMENT	PERFORMANCE CRITERIA
	23. Agree to final designs and produce accurate and comprehensive documentation to support implementation 24. Present final designs, plans and specifications to relevant personnel and confirm that all production requirements have been met

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
 - seek input and feedback from team members on lighting design concepts
 - conduct effective negotiations with a wide range of production personnel
- initiative and enterprise in the context of generating a range of creative responses to lighting design briefs
- well-developed planning and organisational skills in the context of:
 - ensuring that the design process is fully integrated in the production scheduling process
 - undertaking research in relation to production design, including creative interpretation and adaptation
- ability to address and solve problems and challenges in a timely and collaborative manner
- self-management skills sufficient to:
 - work under pressure
 - provide appropriate and timely records and documentation
 - meet production deadlines
- literacy skills sufficient to:
 - interpret written instructions, e.g. script requirements
 - document lighting plans and specifications
- numeracy skills sufficient to interpret budgets and cost estimates

Required knowledge

- industry knowledge, including:
 - roles and responsibilities of personnel in the relevant industry sector

REQUIRED SKILLS AND KNOWLEDGE

- impact of technology on production planning and operations
- sound understanding of the creative and technical elements of productions and phases in the production process
- issues and challenges that arise in the context of developing lighting designs
- role of lighting design within the overall artistic direction of a production
- role of the lighting designer, how this may differ depending upon the production, and relationships with other designers and production personnel
- relationship between different design elements (costume, sets, lighting, props, sound)
- copyright, moral rights and intellectual property legislation in relation to ethical standards and protocols for designers working in the film, television and performance industries
- the formal principles and elements of design and their relevance to lighting design
- principles and techniques of design and script break-down
- sources and availability of lighting materials and equipment
- formats for documenting lighting design
- current and emerging technologies available to lighting designers
- construction methods/implementation issues associated with the realisation of lighting designs
- detailed knowledge of lighting and lighting equipment, including:
 - complementary nature of light
 - mechanics of vision
 - relative perceptions of light and dark
 - principles of reflection and refraction
 - how these principles are used by manufacturers of lighting equipment
- ways that different lighting filters are manufactured and how this affects their performance
- duty of care to colleagues and general public
- OHS legislation and regulations as they apply to all production areas

Evidence Guide

EVIDENCE GUIDE

The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

EVIDENCE GUIDE	
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the following is essential: • effective communication, negotiation and project management skills to facilitate the design process • the development of creative lighting designs and plans that meet the artistic requirements of productions and address practical production requirements and constraints • research skills, including interpretation and adaptation of design concepts • collaborative approach to work.
Context of and specific resources for assessment	Assessment must ensure: • practical demonstration of skills through the development of lighting designs for a minimum of two productions • involvement of and interaction with a production team to reflect the collaborative nature of the design process • assessment over an extended period of time to reflect the nature of the design process and to assess the experimental aspects of this unit • access to performance outlines/scripts 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 lighting designs produced by the candidate and their quality in terms of meeting creative briefs • evaluation of the lighting aspects of a production for which the candidate has been responsible • case studies to assess ability to develop designs for different types of productions.
Guidance information for	Holistic assessment with other units relevant to the

EVIDENCE GUIDE**assessment**

industry sector, workplace and job role is recommended, for example:

- BSBCRT402A Collaborate in a creative process
- BSBCRT501A Originate and develop concepts
- CUFLGT401A Implement lighting 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.

Productions may include:

- animations
- electronic field productions, e.g. news, conferences
- events
- film, e.g. feature, documentary
- live performances, e.g. stage plays, musicals
- music videos
- outside broadcasts
- television programs, e.g. studio drama.

Relevant personnel may include:

- camera operators
- clients
- directors
- directors of photography (DOP)
- gaffer
- lighting technicians and operators
- make-up supervisors
- other specialist staff, e.g. special effects (SFX)
- producers
- production designers
- senior camera personnel
- set designers
- technical directors
- wardrobe supervisors.

RANGE STATEMENT

Lighting requirements may include:

- aesthetics
- cables, e.g. DMX
- computers
- dimmers, e.g.:
 - analogue
 - multiplex analogue and digital
 - single-unit, e.g. follow spot
- filters
- gels
- indoor
- lighting consoles and peripherals, e.g.:
 - monitors
 - printers
 - memory storage
 - effects unit
 - fader wings
- luminaires and lanterns, e.g.:
 - fresnel
 - profile
 - HMI
 - plasma
 - theatre-based units
 - studio and location units
 - special effects
 - moving lights
 - digital moving lights (intelligent lights)
- outdoor
- period requirements
- power sources
- production style
- rigging accessories.

Factors may include:

- available expertise
- available resources (human, financial, physical)
- available technology
- budget
- director's approach/instructions
- level of assistance available during implementation and construction
- needs of other production areas

RANGE STATEMENT	
	• regulations • space/venue specifications or restrictions • style/period/nature/scale of production • timelines.
Documentation may include:	• building specifications, room layouts • colour lists, plots • equipment lists • floor sheets • focus notes • lighting plans (computer or manually generated) • lighting specifications • mock-ups • power requirements • production schedule • samples • script • venue procedures.
References may include:	• collages • digital images • film, video, internet • historical information • models • musical scores • paintings and illustrations • photographs • reference books/journals/texts • scripts (adapted or original) • sketches • technical drawings.
New and emerging technologies may include:	• digital moving lights (intelligent lights) • light emitting diodes (LED) • organic light emitting diodes (OLED) • zoom profile spotlights.
Criteria and factors may include:	• consistency with the style requirements of the script/production • effective use of materials • features of cameras and lenses • research findings • resource constraints

RANGE STATEMENT	
	technical feasibility.
OHS requirements may include:	- Commonwealth and state or territory OHS regulations - enterprise safety codes and practices - relevant local government legislation and regulation - relevant national and international standards, guidelines and codes of practice.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Media and entertainment production - lighting

Co-requisite units

Co-requisite units		

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.

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 <i>relevant personnel</i> 2. Set up file naming system for <i>projects</i> 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 <i>information</i> required for tracking <i>formal documents</i> and <i>media assets</i> 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

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

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

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

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-commerce • 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.

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		

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	

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 <i>information requirements</i> with <i>relevant personnel</i> 2. Access <i>information sources</i> relevant to <i>production</i> requirements 3. Check credibility and reliability of information sources 4. Refer material that could result in a breach of <i>laws and regulations</i> 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

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

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

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.	
<i>Information requirements</i> may include background information on:	• current events • interviewees • music • any topic to be covered in a broadcast or publication.
<i>Relevant personnel</i> may include:	• broadcasters • clients • community representatives • directors • editorial staff • legal advisers • performers • producers • production managers • program managers • reporters • sales representatives

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.

Unit Sector(s)

Unit sector	

Competency field

Competency field	Knowledge management - research

Co-requisite units

Co-requisite units		

CULMS008A Conceive, develop and realise exhibition designs

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design. As such the unit brings together the wide range of creative, technical and business skills required by an exhibition designer. The unit therefore has strong links to a wide range of other units, and assessment with or after those units is strongly recommended. This unit is focused on physical exhibition design.

This unit describes the skills and knowledge required to undertake the complete exhibition design process, from initial conception of ideas to the final realisation of the design. As such the unit brings together the wide range of creative, technical and business skills required by an exhibition designer. The unit therefore has strong links to a wide range of other units, and assessment with or after those units is strongly recommended. This unit is focused on physical exhibition design

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

Element	Performance Criteria
1 Interpret the brief	1.1 Analyse the brief to determine overall exhibition concepts 1.2 Participate in preliminary concept meetings with relevant personnel to discuss exhibition requirements 1.3 Identify all relevant factors which may determine and affect the design 1.4 Discuss and agree upon the role of the designer in the overall exhibition development
2 Conduct and evaluate research	2.1 Assess the material to be exhibited in relation to the development of the design 2.2 Identify and source references which may inform the design process 2.3 Critically analyse sources and references in the context of the current design project 2.4 Consider the impacts and potential of new and emerging technologies to inform the design 2.5 Collect, collate and adapt materials to develop initial design concepts
3 Generate and assess ideas	3.1 Generate a range of ideas for the design which respond sympathetically to the brief and provide creative solutions to technical issues 3.2 Discuss ideas and collaborate with relevant personnel to ensure contribution of ideas to the initial concept 3.3 Continuously reflect on and appraise ideas for implications on cost and time, technical feasibility, and suitability to meet the brief
4 Develop and document the design	4.1 Hold ongoing discussions with relevant personnel so that additional or changed requirements and new ideas are considered and incorporated during the development of the design

- 4.2 Ensure that agreement is reached with relevant personnel in relation to consistent artistic interpretation
 - 4.3 Evaluate initial concepts and select the most appropriate approach, giving consideration to budget, research findings and ongoing reflection/discussion
 - 4.4 Develop the exhibition designs from the initial concepts ensuring: , consistency with the exhibition concept , that collection needs are taken into account , that research findings are incorporated , that ideas are technically feasible and demonstrate awareness of parameters and resource constraints , that ideas demonstrate effective use of materials , integration of universal access principles
 - 4.5 Organise or undertake testing and experimentation with selected exhibition design
 - 4.6 Develop an accurate record of the design, including all relevant information
- 5 Communicate design ideas and make amendments
 - 5.1 Present draft exhibition plans and specifications to relevant colleagues in an appropriate format
 - 5.2 Participate in the initial and ongoing evaluation of the presented designs
 - 5.3 Negotiate and agree to modifications to the design and undertake any necessary amendments
 - 5.4 Agree to the final designs and produce accurate and comprehensive documentation to support implementation
 - 5.5 Present final designs, plans and specifications to all relevant personnel and confirm that all production requirements have been met
- 6 Liaise with others to implement exhibition construction
 - 6.1 Liaise with relevant personnel to ensure that all exhibition production requirements are met, quality standards are adhered to and work is undertaken within item, budget and technical constraints
 - 6.2 Participate in ongoing production meetings and evaluation of the exhibition design

- 6.3 Ensure that any design modifications are agreed, noted and acted upon
- 6.4 Inform relevant personnel of design changes
- 6.5 Update any required documentation and record and file according to organisational requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- the development and realisation of creative exhibition design concepts which assist in the realisation of the overall exhibition concept and which address operational requirements and constraints

- effective communication, negotiation and project management skills to facilitate the design process

- research skills, including creative interpretation and adaptation of design concepts

Context of assessment and consistency of performance

The assessment context must ensure:

- practical demonstration of skills through the development and implementation of a minimum of two exhibition designs

- assessment over an extended period of time to reflect the nature of the design process and to assess the experimental and implementation aspects of this unit

- involvement of and interaction with an exhibition team to reflect the collaborative nature of the design process

Relationships to other units

This unit brings together a range of technical, creative and organisational skills. It is therefore strongly recommended that this unit be assessed with or after the following units:

- CUSGEN05B - Make presentations

- CUEDES04A - Establish and refine a brief

CUEDES05A - Manage design realisation

CUEFIN01B - Develop a budget

CUEFIN02B - Manage a budget

CUVCOR09A - Select and apply drawing techniques and media to represent and communicate the concept

CUVDSP15A - Research and apply techniques for application to spatial design

This unit has very strong linkages to other general design and exhibition units and combined assessment and/or training with those units may also be appropriate.

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 an exhibition design for which the candidate has been responsible in terms of meeting concept and resource practicality

- evaluation of reports produced by the candidate which demonstrate the processes used in developing and realising the creative concept

- oral or written questioning aimed at evaluating the processes used in developing and realising the creative concept

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- role of exhibition design within the overall exhibition development process

- the exhibition scheduling process and its interrelationship with the design process

- role of the exhibition designer, how this may differ depending upon the exhibition, and relationships with other designers and personnel

- relationship between different design elements

- copyright, moral rights and intellectual property legislation in relation to exhibition design

- cultural protocols to be observed in the design process, including those relevant to the exhibition of ATSI material

- ethical standards and protocols for designers working in the museum industry including, principles of universal access

- the formal principles and elements of design and their relevance to exhibition design

- research skills in relation to exhibition design, including creative interpretation and adaptation

sources and availability of materials and equipment used for exhibition design and construction

appropriate materials to use with different collection items and impact of those materials

costing and budgeting techniques for exhibition design

communication, negotiation, presentation and project management techniques as they apply to the design process

documentation formats used for exhibition design

current and emerging technologies available to the exhibition designer

construction methods/implementation issues associated with the realisation of exhibition designs

the behaviour of various materials, finishes, painting techniques and colours under lighting

overall use of artificial lighting in exhibitions

knowledge of the properties, applications and durability of different types of materials that can be used for exhibition construction

Specific resource requirements

Assessment of this unit requires access to:

exhibition venue

resources for both the development and realisation of designs (collection items, equipment, materials, financial and human resources)

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (3)

Presenting the design concept to colleagues

How can information be collected, analysed and organised? - (3)

Critically analysing references to inform design concepts

How are activities planned and organised? - (3)

Developing an implementation schedule for the realisation of the design

How can team work be applied? - (3)

Monitoring progress with design realisation

How can the use of mathematical ideas and techniques be applied? - (2)

Testing different cost models

How can problem solving skills be applied? - (3)

Negotiating a solution to conflicting exhibition needs

How can the use of technology be applied? - (2)

Using CAD to create designs

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

the development and realisation of creative exhibition design concepts which assist in the realisation of the overall exhibition concept and which address operational requirements and constraints

effective communication, negotiation and project management skills to facilitate the design process

research skills, including creative interpretation and adaptation of design concepts

Context of assessment and consistency of performance

The assessment context must ensure:

practical demonstration of skills through the development and implementation of a minimum of two exhibition designs

assessment over an extended period of time to reflect the nature of the design process and to assess the experimental and implementation aspects of this unit

involvement of and interaction with an exhibition team to reflect the collaborative nature of the design process

Relationships to other units

This unit brings together a range of technical, creative and organisational skills. It is therefore strongly recommended that this unit be assessed with or after the following units:

CUSGEN05B - Make presentations

CUEDES04A - Establish and refine a brief

CUEDES05A - Manage design realisation

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CUEFIN02B - Manage a budget

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CUVDSP15A - Research and apply techniques for application to spatial design

This unit has very strong linkages to other general design and exhibition units and combined assessment and/or training with those units may also be appropriate.

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 an exhibition design for which the candidate has been responsible in terms of meeting concept and resource practicality

- evaluation of reports produced by the candidate which demonstrate the processes used in developing and realising the creative concept

- oral or written questioning aimed at evaluating the processes used in developing and realising the creative concept

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- role of exhibition design within the overall exhibition development process

- the exhibition scheduling process and its interrelationship with the design process

- role of the exhibition designer, how this may differ depending upon the exhibition, and relationships with other designers and personnel

- relationship between different design elements

- copyright, moral rights and intellectual property legislation in relation to exhibition design

- cultural protocols to be observed in the design process, including those relevant to the exhibition of ATSI material

- ethical standards and protocols for designers working in the museum industry including, principles of universal access

- the formal principles and elements of design and their relevance to exhibition design

- research skills in relation to exhibition design, including creative interpretation and adaptation

- sources and availability of materials and equipment used for exhibition design and construction

- appropriate materials to use with different collection items and impact of those materials

- costing and budgeting techniques for exhibition design

- communication, negotiation, presentation and project management techniques as they apply to the design process

- documentation formats used for exhibition design

- current and emerging technologies available to the exhibition designer

construction methods/implementation issues associated with the realisation of exhibition designs

the behaviour of various materials, finishes, painting techniques and colours under lighting
overall use of artificial lighting in exhibitions

knowledge of the properties, applications and durability of different types of materials that can be used for exhibition construction

Specific resource requirements

Assessment of this unit requires access to:

exhibition venue

resources for both the development and realisation of designs (collection items, equipment, materials, financial and human resources)

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (3)

Presenting the design concept to colleagues

How can information be collected, analysed and organised? - (3)

Critically analysing references to inform design concepts

How are activities planned and organised? - (3)

Developing an implementation schedule for the realisation of the design

How can team work be applied? - (3)

Monitoring progress with design realisation

How can the use of mathematical ideas and techniques be applied? - (2)

Testing different cost models

How can problem solving skills be applied? - (3)

Negotiating a solution to conflicting exhibition needs

How can the use of technology be applied? - (2)

Using CAD to create designs

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 trainee, 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.

Exhibition requirements may include any of the following:

- displays
- interactive elements
- furniture and furnishings
- props
- back drops
- special effects
- automated/animatronic devices
- scenic art
- murals
- dioramas
- multi-sensory elements
- full-scale environments
- supports for collection items
- hanging systems
- lighting rig

Appropriate personnel may include:

- other designers
- curator
- conservator
- education staff
- construction specialists
- preparators
- taxidermists
- modelmakers
- installation staff
- other specialists

Relevant factors which determine and affect the design may include:

overall exhibition concept
exhibition duration (permanent/temporary)
resources (human, financial, physical)
space/venue specifications or restrictions
available technologies
timelines
regulations, e.g. fire restrictions
needs of others involved in the exhibition
access issues
stability of collection items
collection requirements (light levels, RH, pollutants)

The role of the designer may be impacted by:

scale of the exhibition
availability of other expertise
level of assistance available (in relation to implementation/construction)
budget

Sources or references to be used during the design process may include:

reference books/journals/texts
writings of the period
paintings and illustrations
photographs
film, video
the Internet
digital images
technical drawings
models
collages
sketches
objects
community/stakeholder consultation
culturally appropriate representation

Accurate records of design may include:

plans (computer or manually generated)
specifications

samples

mock-ups

Occupational and public health and safety legislative requirements may include:

Commonwealth, State and Territory Occupational Health and Safety regulations

relevant national and international standards, guidelines and codes of practice, e.g. The Building Code of Australia

relevant local government construction legislation and regulation

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 trainee, 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.

Exhibition requirements may include any of the following:

displays

interactive elements

furniture and furnishings

props

back drops

special effects

automated/animatronic devices

scenic art

murals

dioramas

multi-sensory elements

full-scale environments

supports for collection items

hanging systems

lighting rig

Appropriate personnel may include:

other designers

curator

conservator

education staff

construction specialists

preparators
taxidermists
modelmakers
installation staff
other specialists

Relevant factors which determine and affect the design may include:

overall exhibition concept
exhibition duration (permanent/temporary)
resources (human, financial, physical)
space/venue specifications or restrictions
available technologies
timelines
regulations, e.g. fire restrictions
needs of others involved in the exhibition
access issues
stability of collection items
collection requirements (light levels, RH, pollutants)

The role of the designer may be impacted by:

scale of the exhibition
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level of assistance available (in relation to implementation/construction)
budget

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digital images
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models
collages
sketches

objects

community/stakeholder consultation

culturally appropriate representation

Accurate records of design may include:

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mock-ups

Occupational and public health and safety legislative requirements may include:

Commonwealth, State and Territory Occupational Health and Safety regulations

relevant national and international standards, guidelines and codes of practice, e.g. The Building Code of Australia

relevant local government construction legislation and regulation

Unit Sector(s)

Not applicable.

CULMS009A Implement preventive conservation activities

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge to provide general preventive care for cultural material. As such, the unit focuses only on environmental monitoring, condition assessment and the overall implementation of disaster preparedness measures. Basic treatments and limited 'hands-on' work with collection items is found in the unit CULMS010A Contribute to the preservation of cultural material.

This unit describes the skills and knowledge to provide general preventive care for cultural material. As such, the unit focuses only on environmental monitoring, condition assessment and the overall implementation of disaster preparedness measures. Basic treatments and limited 'hands-on' work with collection items is found in the unit CULMS010A Contribute to the preservation of cultural material

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

Element	Performance Criteria
1 Monitor the environment	1.1 Monitor environmental conditions at regular intervals in accordance with needs of the collection and identify agents of deterioration affecting the collection 1.2 Respond appropriately to changes in the environment to protect cultural material 1.3 Adjust/control environmental conditions within scope of own responsibility or report to relevant colleagues
2 Assess condition of cultural material	2.1 Examine and assess the condition of items in the appropriate location using techniques within the scope of own expertise that meet conservation guidelines 2.2 Create or review documentation and accurately record current condition of item, including evidence of change, damage or degradation 2.3 Apply a general knowledge of deterioration patterns to collection monitoring 2.4 Identify the need for and obtain appropriate expert advice where necessary 2.5 Discuss condition of material and conservation needs with experts in a manner which reflects sound general knowledge of issues to be considered
3 Implement preventive conservation activities	3.1 Undertake preventive conservation activities in accordance with organisation's policies and procedures 3.2 Use best practice guidelines, cultural protocols and relevant specialist conservation advice to guide all activities 3.3 Follow health, safety and environmental requirements at all times 3.4 Identify the need for assistance and consult with a specialist conservator in relation to issues which arise in collection care

- 3.5 Accurately document details of preventive conservation activities undertaken in accordance with organisational procedures

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the assessment guidelines of the relevant Training Package.

Critical aspects of 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 scope and nature of routine preventive conservation activities relevant to the collection/industry sector

- correct and safe implementation of activities

- knowledge of agents of deterioration and their impact on collections

Context of assessment and consistency of performance

The assessment context must provide for:

- project or work activities that allow the candidate to monitor an actual collection and undertake basic preventive conservation activities

- use of industry-current methods and equipment

Relationships to other units

This unit has linkages to other units in this and other Training Packages, e.g. Visual Arts Craft and Design, and combined assessment and/or training with those units may be appropriate, for example:

- CULMS003A - Move/store cultural material

- CULMS011A - Develop a disaster preparedness plan

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 engaged in preventive conservation activities

- review of condition reports prepared or updated by the candidate

inspection of an area or storage system which the candidate has adapted to improve environment

oral or written questioning to assess knowledge of procedures, safety and environmental issues, agents of deterioration

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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

roles and responsibilities for care of cultural material, including limitations on roles of unqualified personnel

sources of expert assistance on collection care

industry code of practice/ethics and terminology used

the role of preventive conservation and distinctions between preservation, conservation and restoration

general knowledge of factors contributing to deterioration (relevant to the collection/industry sector)

cultural considerations and protocols for the handling, storage and display of cultural material

methods of protecting cultural material from damage and/or potential hazards (relevant to the collection/industry sector)

current best practice guidelines for collection care in the relevant work context

techniques for handling and examination of cultural material

basic principles and methods of using equipment, tools and materials for routine collection care

requirements for safe work and manual handling

literacy skills sufficient to interpret conservation guidelines and to document condition of collection and any preventive conservation actions taken

Specific resource requirements

Assessment of this unit requires access to:

relevant policies and procedures manuals

cultural material in an appropriate environment so that both material and environment may be assessed

equipment, tools and materials for preventive conservation activities

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

Discussing information about condition of cultural material with conservator

How can information be collected, analysed and organised? - (2)

Reviewing documentation and assessing cultural material

How are activities planned and organised? - (2)

Organising maintenance schedules

How can team work be applied? - (2)

Consulting with the conservator

How can the use of mathematical ideas and techniques be applied? - (1)

Analysing results of environmental monitoring

How can problem solving skills be applied? - (2)

Adapting a storage area to improve the environment, within resource limitations

How can the use of technology be applied? - (1)

Using tools and equipment

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the assessment guidelines of the relevant Training Package.

Critical aspects of 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 scope and nature of routine preventive conservation activities relevant to the collection/industry sector

correct and safe implementation of activities

knowledge of agents of deterioration and their impact on collections

Context of assessment and consistency of performance

The assessment context must provide for:

project or work activities that allow the candidate to monitor an actual collection and undertake basic preventive conservation activities

use of industry-current methods and equipment

Relationships to other units

This unit has linkages to other units in this and other Training Packages, e.g. Visual Arts Craft and Design, and combined assessment and/or training with those units may be appropriate, for example:

CULMS003A - Move/store cultural material

CULMS011A - Develop a disaster preparedness plan

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 engaged in preventive conservation activities

review of condition reports prepared or updated by the candidate

inspection of an area or storage system which the candidate has adapted to improve environment

oral or written questioning to assess knowledge of procedures, safety and environmental issues, agents of deterioration

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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

roles and responsibilities for care of cultural material, including limitations on roles of unqualified personnel

sources of expert assistance on collection care

industry code of practice/ethics and terminology used

the role of preventive conservation and distinctions between preservation, conservation and restoration

general knowledge of factors contributing to deterioration (relevant to the collection/industry sector)

cultural considerations and protocols for the handling, storage and display of cultural material

methods of protecting cultural material from damage and/or potential hazards (relevant to the collection/industry sector)

current best practice guidelines for collection care in the relevant work context

techniques for handling and examination of cultural material

basic principles and methods of using equipment, tools and materials for routine collection care

requirements for safe work and manual handling

literacy skills sufficient to interpret conservation guidelines and to document condition of collection and any preventive conservation actions taken

Specific resource requirements

Assessment of this unit requires access to:

relevant policies and procedures manuals

cultural material in an appropriate environment so that both material and environment may be assessed

equipment, tools and materials for preventive conservation activities

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

Discussing information about condition of cultural material with conservator

How can information be collected, analysed and organised? - (2)

Reviewing documentation and assessing cultural material

How are activities planned and organised? - (2)

Organising maintenance schedules

How can team work be applied? - (2)

Consulting with the conservator

How can the use of mathematical ideas and techniques be applied? - (1)

Analysing results of environmental monitoring

How can problem solving skills be applied? - (2)

Adapting a storage area to improve the environment, within resource limitations

How can the use of technology be applied? - (1)

Using tools and equipment

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 trainee, 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.

Preventive conservation is defined as 'Action taken to retard or prevent deterioration of, or damage to, cultural material by control of its environment'.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Preventive conservation activities are those related to overall care of the collection and do not include any hands-on treatments. Activities may include:

- monitoring and documentation/recording
- relocation
- protective storage/boxing
- implementation of the disaster preparedness plan
- re-formatting (creation of surrogates to reduce use of original)
- integrated pest management
- framing and un-framing
- non-interventive actions to combat agents of deterioration

Appropriate location may be:

- in display area
- workshop
- laboratory

studio
darkroom
in situ, e.g. outdoors
storage room
during transport

Environmental conditions (and changes) may relate to:

temperature
relative humidity
lighting
pollution
pests

Condition of cultural material may be assessed by:

observation
measurement and comparison of known areas of deterioration, eg cracks, areas of loss
instrumental examination, e.g. microscope, magnifying glass, UV/IR light, raking light
comparison with existing condition report, including photographic images

Deterioration patterns may be linked to:

light, temperature, relative humidity, climate, pollution
materials used for storage and display
pests
nature and location of the building or site
influence of human activities
security considerations
transport and packing
inherent vice (items are made of incompatible materials)
deterioration of item prior to arrival, e.g. archeological collections

Cultural protocols may relate to:

who can handle the cultural material
where an item may be handled
when an item may be handled
consultation on potential treatments
storage requirements
appearance of the item
relationship between item and other material in the collection

methods and approaches to display

Health, safety and environmental requirements may relate to:

use of chemicals or other toxic substances

storage of chemicals

provision and use of safety equipment

safe manual handling

safe use of tools and equipment

reporting of OH&S issues, including events and near misses

impact on other parts of the collection

toxic and hazardous materials in a collection

condition/stability of item (dirt, mould, dust and pesticides)

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 trainee, 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.

Preventive conservation is defined as 'Action taken to retard or prevent deterioration of, or damage to, cultural material by control of its environment'.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

archaeological material

books and manuscripts

cultural sites/buildings

ethnographic material

flora and fauna

film/audiovisual material

furniture

photographs

technological/industry items

textiles

works on paper/canvas

Preventive conservation activities are those related to overall care of the collection and do not include any hands-on treatments. Activities may include:

monitoring and documentation/recording

relocation

- protective storage/boxing
- implementation of the disaster preparedness plan
- re-formatting (creation of surrogates to reduce use of original)
- integrated pest management
- framing and un-framing
- non-interventive actions to combat agents of deterioration

Appropriate location may be:

- in display area
- workshop
- laboratory
- studio
- darkroom
- in situ, e.g. outdoors
- storage room
- during transport

Environmental conditions (and changes) may relate to:

- temperature
- relative humidity
- lighting
- pollution
- pests

Condition of cultural material may be assessed by:

- observation
- measurement and comparison of known areas of deterioration, eg cracks, areas of loss
- instrumental examination, e.g. microscope, magnifying glass, UV/IR light, raking light
- comparison with existing condition report, including photographic images

Deterioration patterns may be linked to:

- light, temperature, relative humidity, climate, pollution
- materials used for storage and display
- pests
- nature and location of the building or site
- influence of human activities
- security considerations
- transport and packing

inherent vice (items are made of incompatible materials)
deterioration of item prior to arrival, e.g. archeological collections

Cultural protocols may relate to:

who can handle the cultural material
where an item may be handled
when an item may be handled
consultation on potential treatments
storage requirements
appearance of the item
relationship between item and other material in the collection
methods and approaches to display

Health, safety and environmental requirements may relate to:

use of chemicals or other toxic substances
storage of chemicals
provision and use of safety equipment
safe manual handling
safe use of tools and equipment
reporting of OH&S issues, including events and near misses
impact on other parts of the collection
toxic and hazardous materials in a collection
condition/stability of item (dirt, mould, dust and pesticides)

Unit Sector(s)

Not applicable.

CULMS010A Contribute to the preservation of cultural material

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities.

The content of this unit relates to work that has a significant impact on Australia's cultural heritage, and care must be taken to ensure appropriate implementation of the unit.

Any individual or organisation planning to undertake training and/or assessment of this unit must therefore consult with an appropriately qualified conservator or conservation organisation. The Australian Institute for the Conservation of Cultural Material is the recognised professional body in this area.

This unit describes the skills and knowledge required to contribute to the preservation of cultural material through a sound knowledge of conservation principles, practices and ethics and the application of basic preservation activities.

The content of this unit relates to work that has a significant impact on Australia's cultural heritage, and care must be taken to ensure appropriate implementation of the unit.

Any individual or organisation planning to undertake training and/or assessment of this unit must therefore consult with an appropriately qualified conservator or conservation organisation. The Australian Institute for the Conservation of Cultural Material is the recognised professional body in this area.

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

Element	Performance Criteria
1 Develop preservation skills and knowledge	1.1 Seek and access opportunities to develop, update and maintain knowledge of preservation issues and concepts 1.2 Integrate knowledge into work activities within scope of individual responsibility
2 Undertake basic preservation activities	2.1 Undertake basic preservation activities within scope of responsibility as agreed with a conservator and in accordance with organisational plans and policies 2.2 Correctly apply techniques in a manner which maintains the integrity of the item 2.3 Record data generated in the course of activities clearly and accurately in the appropriate format 2.4 Follow health, safety and environmental requirements at all times 2.5 Ensure that ethical and cultural protocols are adhered to at all times

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the assessment guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- sound general knowledge of preservation techniques relevant to the collection/industry sector

- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken

- ability to use techniques competently and safely under the supervision of a conservator

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills in working on one or more items under the guidance of a conservator

Relationships to other units

It is strongly recommended that this unit be assessed with or after the following unit:

- CULMS009A - Implement preventive conservation activities

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- assessment of cultural material on which the candidate has worked

- direct observation of the candidate using techniques

- case studies to assess ability to develop approaches for different preservation needs

- oral or written questioning to assess knowledge of different techniques 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- distinction between preservation, conservation and restoration

- basic preservation principles and methods

- principles and methods for handling cultural material

- available sources of appropriate expert advice

- AICCM Code of Ethics and Code of Practice

- copyright, moral rights and intellectual property legislation and issues that impact on conservation

cultural protocols that impact on conservation of cultural material, including those for Aboriginal or Torres Strait Islander material

the role of a conservator and of a person working under the guidance of a conservator, including the scope of work undertaken by each and rationale for this

requirements for safe work and manual handling

formats and features of conservation plans, object condition reports

literacy skills sufficient to interpret conservation plans, research conservation information, document and report on condition of cultural material

Specific resource requirements

Assessment of this unit requires access to:

relevant policies and procedures manuals

cultural material

equipment, materials and tools used in basic preservation activities

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

Reporting on collection condition to the conservator

How can information be collected, analysed and organised? - (2)

Analysing condition of collection

How are activities planned and organised? - (2)

Planning the order and approach to a given conservation activity

How can team work be applied? - (2)

Working as part of a team on a large project

How can the use of mathematical ideas and techniques be applied? - (2)

Assessing costs of conservation

How can problem solving skills be applied? - (2)

Assessing different ways of addressing deterioration

How can the use of technology be applied? - (1)

Using analytical tools to assess materials

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the assessment guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- sound general knowledge of preservation techniques relevant to the collection/industry sector

- understanding of conservation ethics and cultural protocols, including limitations on the scope of work to be undertaken

- ability to use techniques competently and safely under the supervision of a conservator

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills in working on one or more items under the guidance of a conservator

Relationships to other units

It is strongly recommended that this unit be assessed with or after the following unit:

- CULMS009A - Implement preventive conservation activities

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- assessment of cultural material on which the candidate has worked

- direct observation of the candidate using techniques

- case studies to assess ability to develop approaches for different preservation needs

- oral or written questioning to assess knowledge of different techniques 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- distinction between preservation, conservation and restoration

- basic preservation principles and methods

- principles and methods for handling cultural material

- available sources of appropriate expert advice

AICCM Code of Ethics and Code of Practice

copyright, moral rights and intellectual property legislation and issues that impact on conservation

cultural protocols that impact on conservation of cultural material, including those for Aboriginal or Torres Strait Islander material

the role of a conservator and of a person working under the guidance of a conservator, including the scope of work undertaken by each and rationale for this

requirements for safe work and manual handling

formats and features of conservation plans, object condition reports

literacy skills sufficient to interpret conservation plans, research conservation information, document and report on condition of cultural material

Specific resource requirements

Assessment of this unit requires access to:

relevant policies and procedures manuals

cultural material

equipment, materials and tools used in basic preservation activities

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

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How can information be collected, analysed and organised? - (2)

Analysing condition of collection

How are activities planned and organised? - (2)

Planning the order and approach to a given conservation activity

How can team work be applied? - (2)

Working as part of a team on a large project

How can the use of mathematical ideas and techniques be applied? - (2)

Assessing costs of conservation

How can problem solving skills be applied? - (2)

Assessing different ways of addressing deterioration

How can the use of technology be applied? - (1)

Using analytical tools to assess materials

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 trainee, 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.

Preservation is defined as 'the protection of cultural property through activities that minimise chemical and physical deterioration and damage and that prevent loss of information'. The primary goal of preservation is to prolong the existence of cultural material.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- flora and fauna
- film/audiovisual material
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Opportunities to develop, update and maintain knowledge of preservation issues and concepts may include:

- research
- attendance at seminars, workshops
- membership of professional organisations
- using conservator as a mentor
- reading current journals, newsletters and electronic discussion lists

Basic preservation activities will vary depending on the type of cultural material, but may include:

- surface cleaning
- designing /making storage enclosures and display supports

- attaching backboards to paintings
- creating hanging systems for paintings
- mounting and framing

Activities must be undertaken in accordance with advice from a specialist conservator to avoid potential damage to cultural material.

Organisational plans and policies vary in structure and name, but may include:

- preservation plans
- conservation plans
- collection management policies
- disaster preparedness policies

Cultural protocols may relate to:

- who can handle the cultural material
- where an item may be handled
- when an item may be handled
- consultation on potential treatments
- storage requirements
- appearance of the item
- relationship between item and other material in the collection
- methods and approaches to display

Health, safety and environmental requirements may relate to:

- use of chemicals or other toxic substances
- storage of chemicals
- provision and use of safety equipment
- safe manual handling
- safe use of tools and equipment
- reporting of OH&S issues, including events and near misses
- impact on other parts of the collection
- toxic and hazardous materials in a collection
- condition/stability of item (dirt, mould, dust and pesticides)

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 trainee, 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.

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- film/audiovisual material
- furniture
- photographs
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- textiles
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Basic preservation activities will vary depending on the type of cultural material, but may include:

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Activities must be undertaken in accordance with advice from a specialist conservator to avoid potential damage to cultural material.

Organisational plans and policies vary in structure and name, but may include:

- preservation plans
- conservation plans
- collection management policies

disaster preparedness policies

Cultural protocols may relate to:

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where an item may be handled

when an item may be handled

consultation on potential treatments

storage requirements

appearance of the item

relationship between item and other material in the collection

methods and approaches to display

Health, safety and environmental requirements may relate to:

use of chemicals or other toxic substances

storage of chemicals

provision and use of safety equipment

safe manual handling

safe use of tools and equipment

reporting of OH&S issues, including events and near misses

impact on other parts of the collection

toxic and hazardous materials in a collection

condition/stability of item (dirt, mould, dust and pesticides)

Unit Sector(s)

Not applicable.

CULMS202A Assist clients to access services and facilities

Modification History

Not Applicable

Unit Descriptor

Not Applicable

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

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

CULMS410A Provide research assistance

Modification History

Not applicable.

Unit Descriptor

This unit refers to providing assistance in collecting, analysing and presenting research data and findings.

This unit refers to providing assistance in collecting, analysing and presenting research data and findings

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

Element

Performance Criteria

1 Confirm aims and desired outcomes of research	1.1 Details of research purpose, aims and desired outcomes are clarified and confirmed with relevant personnel

	1.2 Details of scope of research assistance, method, procedures, timeframes and available resources are clarified and confirmed
	1.3 Details of roles and responsibilities in reaching expected outcomes of the research assistance are identified and confirmed
2 Collect and analyse information	2.1 Information is sought from appropriate sources in accordance with agreed procedures for research assistance
	2.2 Information obtained is appropriate, comprehensive and meets its intended purpose
	2.3 Records of the investigations are kept and maintained in accordance with agreed procedures
3 Present findings	3.1 Summaries of the required research information are provided when appropriate
	3.2 Research findings are presented to relevant people in appropriate language, style and format
	3.3 Supporting information, explanations and arguments are provided as appropriate
	3.4 Documentation is prepared according to agreed format and institution's procedures and practices
	3.5 Reports and other records are filed according to institution's procedures
	3.6 Issues arising from the research which require further action or research are identified and notified to appropriate personnel

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence:

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

competence in using computers for data entry and retrieval and producing documents

Concurrent assessment of units:

It is recommended that this unit is assessed in conjunction with the unit titled:

Use information technology

Underpinning knowledge and skills:

Skills and knowledge are required in:

research protocols and procedures

subject matter relating to topic under research

analysing and presenting information

the institution's preferred format and style for documenting research findings

listening, questioning and clarification

reading, understanding and interpreting written documents associated with the tasks

speaking in a friendly and culturally appropriate manner

writing notes, business letters, research reports

using computers for word processing and data entry and retrieval

working collaboratively in a team

time management

Resource implications:

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

relevant policies and procedures manuals

organisation's mission statement

other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment:

Evidence of competence may be obtained through a variety of methods including:

oral or written questions

practical demonstration

third party report addressing performance criteria

portfolio

case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

Critical aspects of evidence:

Evidence to demonstrate consistent achievement of this unit's outcomes includes:
competence in using computers for data entry and retrieval and producing documents

Concurrent assessment of units:

It is recommended that this unit is assessed in conjunction with the unit titled:

Use information technology

Underpinning knowledge and skills:

Skills and knowledge are required in:

research protocols and procedures

subject matter relating to topic under research

analysing and presenting information

the institution's preferred format and style for documenting research findings

listening, questioning and clarification

reading, understanding and interpreting written documents associated with the tasks

speaking in a friendly and culturally appropriate manner

writing notes, business letters, research reports

using computers for word processing and data entry and retrieval

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Resource implications:

Competency in this unit should be assessed using all the relevant resources commonly provided in a museum, public gallery, contemporary art space, science exploration centre and/or keeping place. Specific tools may include:

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organisation's mission statement

other organisational documentation, eg organisational charts, floor plans and relevant instructions for staff

Method and context of assessment:

Evidence of competence may be obtained through a variety of methods including:

oral or written questions

practical demonstration

third party report addressing performance criteria

portfolio

case study project

Competency in this unit needs to be assessed over a period of time, in a range of contexts and on multiple occasions involving a combination of direct, indirect and supplementary forms of evidence.

Assessment should occur either on the job, off the job or in a combination of on and off the job.

Range Statement

A person demonstrating this unit of competency will operate within the institution's:

goals, objectives, plans, systems and processes

ethical standards

access and equity principles and practices

cultural diversity principles

communication channels

compliance with legislation, codes and workplace standards

Research assistance may be required for investigation into:

the institution's collection

objects for acquisition or disposal

issues relating to public programs

fields of study associated with the institution

scientific or technical processes such as conservation

Research assistance will generally be provided to other staff in the institution when the purpose and objectives of the research are determined and directed by others.

A person demonstrating this unit of competency will operate within the institution's:

goals, objectives, plans, systems and processes

ethical standards

access and equity principles and practices

cultural diversity principles

communication channels

compliance with legislation, codes and workplace standards

Research assistance may be required for investigation into:

the institution's collection

objects for acquisition or disposal

issues relating to public programs

fields of study associated with the institution

scientific or technical processes such as conservation

Research assistance will generally be provided to other staff in the institution when the purpose and objectives of the research are determined and directed by others.

Unit Sector(s)

Not applicable.

CULMS412B Record and maintain collection information

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to maintain current and accurate collection records using established documentation procedures.

This unit describes the skills and knowledge required to maintain current and accurate collection records using established documentation procedures.

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

Element

Performance Criteria

1 Access and record collection information	1.1 Handle item in a manner which ensures its integrity in accordance with organisational access requirements

- 1.2 Source and interpret information appropriate to establish history and other relevant information about the cultural material
 - 1.3 Accurately complete records to provide all fields of information required by the organisation to aid access and accountability
 - 1.4 Respect legal constraints and cultural protocols regarding data protection and management
 - 1.5 Process records to facilitate easy access and retrieval by other users
- 2 Maintain information records
 - 2.1 Ensure that content of records reflects organisational information needs and policies and take action accordingly
 - 2.2 Protect confidential information and adhere to copyright requirements in the storage of records
 - 2.3 Store records safely and regularly retrieve and review for content and format as required
 - 2.4 Modify, transfer or delete information in accordance with organisational policy

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- accurate completion of records using established procedures
- knowledge of sources to access information on cultural material
- ability to interpret and distill information for record keeping purposes
- knowledge of common collection record keeping formats and protocols

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills using industry-current recording systems for a range of cultural material

- presence of time constraints to reflect realistic workplace practice

Relationships to other units

It is highly recommended that this unit be assessed with or after an information technology unit such as:

- BSBCMN205A - Use business technology

This unit also has linkages to a range of other general and museum-specific units, and combined assessment and/or training with those units may be appropriate.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- review of records completed by the candidate

- oral or written questioning to assess knowledge of procedures, handling requirements or information sources

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- information sources relevant to the collection

- handling procedures and identification techniques for cultural material in the relevant work context

- sources of curatorial and conservation advice in the relevant work context

- typical policies and procedures for collection record keeping

- the principles of access and accountability in collection record keeping

- ethical and cultural issues that impact on collection record keeping, including those for Aboriginal or Torres Strait Islander material

- copyright, moral rights and intellectual property issues and legislation that impact on collection record keeping

- literacy skills sufficient to interpret reference sources and documentation relating to specific objects and the collection

- numeracy skills sufficient to work with numerical record keeping systems

Specific resource requirements

Assessment of this unit requires access to:

- relevant policies and procedures manuals
- collection items to be recorded

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (1)

- Completing accurate records

How can information be collected, analysed and organise - (2)

- Researching information

How are activities planned and organised - (1)

- Prioritising tasks

How can team work be applied - (2)

- Discussing aspects of cultural material with colleagues

How can the use of mathematical ideas and techniques be applied - (1)

- Using numerical features of information systems

How can problem solving skills be applied - (2)

- Sourcing information on an object of unknown provenance

How can the use of technology be applied - (1)

- Using the Internet for research

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- accurate completion of records using established procedures
- knowledge of sources to access information on cultural material
- ability to interpret and distill information for record keeping purposes
- knowledge of common collection record keeping formats and protocols

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills using industry-current recording systems for a range of cultural material

- presence of time constraints to reflect realistic workplace practice

Relationships to other units

It is highly recommended that this unit be assessed with or after an information technology unit such as:

- BSBCMN205A - Use business technology

This unit also has linkages to a range of other general and museum-specific units, and combined assessment and/or training with those units may be appropriate.

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- review of records completed by the candidate

- oral or written questioning to assess knowledge of procedures, handling requirements or information sources

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- information sources relevant to the collection

- handling procedures and identification techniques for cultural material in the relevant work context

- sources of curatorial and conservation advice in the relevant work context

- typical policies and procedures for collection record keeping

- the principles of access and accountability in collection record keeping

- ethical and cultural issues that impact on collection record keeping, including those for Aboriginal or Torres Strait Islander material

- copyright, moral rights and intellectual property issues and legislation that impact on collection record keeping

- literacy skills sufficient to interpret reference sources and documentation relating to specific objects and the collection

- numeracy skills sufficient to work with numerical record keeping systems

Specific resource requirements

Assessment of this unit requires access to:

- relevant policies and procedures manuals
- collection items to be recorded

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (1)

- Completing accurate records

How can information be collected, analysed and organise - (2)

- Researching information

How are activities planned and organised - (1)

- Prioritising tasks

How can team work be applied - (2)

- Discussing aspects of cultural material with colleagues

How can the use of mathematical ideas and techniques be applied - (1)

- Using numerical features of information systems

How can problem solving skills be applied - (2)

- Sourcing information on an object of unknown provenance

How can the use of technology be applied - (1)

- Using the Internet for research

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 trainee, 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.

A museum collection is defined very broadly and may relate to:

- cultural heritage

- history
- art
- science
- plants and animals
- other aspects of the natural environment
- materials with a cultural/spiritual significance
- living styles
- ceremony, e.g. dance, music
- any other heritage resource

Collection information may be required for:

- numbering, location and movement control
- indexing and retrieval
- acquisition and disposal
- loans
- cataloguing
- research
- exhibitions
- reproduction conditions
- copyright issues
- conservation specifications
- assessing significance
- condition monitoring

Sourcing of information may include use of:

- texts and references
- print or electronic media
- Internet
- libraries
- local community members
- internal sources
- subject matter experts

Fields of information may include:

- physical description
- condition
- history and provenances

- significance (cultural, technical, scientific, historical or social)
- source details (original location, donor, dealer, artist, maker, collector)
- loan information
- insurance details
- exhibition/display history
- conservation requirements
- reproduction history
- storage location
- references relevant to the material
- copyright holder
- unique number

Legal constraints and cultural protocols may relate to:

- copyright
- moral rights
- intellectual property
- item-specific cultural protocols
- social/spiritual issues

Formats for records may be:

- documentary
- photographic
- film and video
- sound recordings
- computer based

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 trainee, 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.

A museum collection is defined very broadly and may relate to:

- cultural heritage
- history
- art
- science
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- other aspects of the natural environment
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Collection information may be required for:

- numbering, location and movement control
- indexing and retrieval
- acquisition and disposal
- loans
- cataloguing
- research
- exhibitions
- reproduction conditions
- copyright issues
- conservation specifications
- assessing significance
- condition monitoring

Sourcing of information may include use of:

- texts and references
- print or electronic media
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- libraries
- local community members
- internal sources
- subject matter experts

Fields of information may include:

- physical description
- condition
- history and provenances
- significance (cultural, technical, scientific, historical or social)
- source details (original location, donor, dealer, artist, maker, collector)
- loan information
- insurance details

- exhibition/display history
- conservation requirements
- reproduction history
- storage location
- references relevant to the material
- copyright holder
- unique number

Legal constraints and cultural protocols may relate to:

- copyright
- moral rights
- intellectual property
- item-specific cultural protocols
- social/spiritual issues

Formats for records may be:

- documentary
- photographic
- film and video
- sound recordings
- computer based

Unit Sector(s)

Not applicable.

CULMS504B Organise and monitor exhibition installation/dismantling

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to plan and oversee the installation and dismantling of physical exhibition elements.

This unit describes the skills and knowledge required to plan and oversee the installation and dismantling of physical exhibition elements

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

Element	Performance Criteria
1 Identify and organise physical resource	1.1 Correctly interpret exhibition documentation to determine the scope and type of physical elements

requirements	required
	1.2 Take account of universal access principles in determining resource requirements 1.3 Consult with relevant colleagues to discuss and confirm requirements and provide appropriate input to overall exhibition development 1.4 Complete accurate inventory checks to determine availability of physical resources 1.5 Identify the need for additional resources and organise or order these in accordance with organisational procedures and relevant budgetary guidelines 1.6 Identify the need for specialist or external assistance and organise in accordance with organisational procedures and relevant budgetary guidelines
2 Make plans for exhibition installation/dismantling	2.1 Liaise with other exhibition personnel to determine most effective order for the installation/dismantling process 2.2 Identify and organise relevant physical resource requirements in consultation with other personnel and in accordance with organisational procedures 2.3 Make realistic estimates of the numbers of people required for installation/dismantling and provide information to relevant personnel 2.4 Clearly and accurately document plans for installation/dismantling in accordance with organisational procedures 2.5 Confirm availability of all resources in advance of installation/dismantling
3 Monitor exhibition installation/dismantling	3.1 Provide clear instructions to relevant personnel in relation to installation/dismantling to ensure safety and avoid damage to physical elements 3.2 Monitor the process to ensure that work is carried out in accordance with instructions 3.3 Organise appropriate storage and security of exhibition elements, including valuable items and

any hazardous materials

4	Complete exhibition reports	4.1	Complete relevant reports and documentation on exhibition installation/dismantling and forward to relevant personnel
		4.2	Identify ways in which processes could potentially be enhanced and include relevant suggestions in reports

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- ability to organise and co-ordinate the work of team for installation/dismantling
- detailed knowledge of the exhibition set-up process in the relevant industry context
- application of organisational, planning and problem solving skills

Context of assessment and consistency of performance

The assessment context must provide for:

practical demonstration of skills through the co-ordination of an installation/dismantling process

involvement of and interaction with a team for whom the candidate can plan and organise work

Relationships to other units

It is recommended that this unit be assessed with or after the following unit:

BSBFLM404A - Lead work teams

This unit also has linkages to a range of other technical and general supervisory units, and combined assessment and/or training with those units would be appropriate, for example:

CUVCRS03A - Produce computer-aided drawings

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 an installation co-ordinated by the candidate
- evaluation of reports prepared by the candidate detailing methods used to organise installation/dismantling, challenges faced and how these were resolved
- case studies and problem-solving exercises to assess ability to plan for different situations and 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- in depth knowledge of the installation/dismantling process
- planning and organisational requirements for exhibition installation/dismantling, the roles of key personnel and the typical issues and problems encountered
- inventory systems and procedures used for equipment and materials in an exhibitions context
- sources of additional equipment and supplies for different exhibition elements
- sources of specialist assistance relevant to the work context
- Occupational Health and Safety requirements that affect the allocation of work and the movement of physical elements
- environmental and other risk factors for both people and physical elements
- principles of universal access and impact on installation
- technical procedures for handling physical elements in the relevant work context, eg artworks, historical objects
- cultural protocols that impact on installation/dismantling, including those for ATSI material
- effective communication techniques in relation to team leading

Specific resource requirements

Assessment of this unit requires access to:

- an exhibition and exhibition venue
- physical exhibition elements
- exhibition documentation

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

Briefing staff on work requirements

How can information be collected, analysed and organised? - (2)

Assessing equipment requirements

How are activities planned and organised? - (2)

Organising additional resources from external sources

How can team work be applied? - (2)

Delegating work

How can the use of mathematical ideas and techniques be applied? - (1)

Calculating space requirements

How can problem solving skills be applied? - (2)

Working out arrangements for fragile objects

How can the use of technology be applied? - (1)

Using the Internet to source external contractors

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

ability to organise and co-ordinate the work of team for installation/dismantling

detailed knowledge of the exhibition set-up process in the relevant industry context

application of organisational, planning and problem solving skills

Context of assessment and consistency of performance

The assessment context must provide for:

practical demonstration of skills through the co-ordination of an installation/dismantling process

involvement of and interaction with a team for whom the candidate can plan and organise work

Relationships to other units

It is recommended that this unit be assessed with or after the following unit:

BSBFLM404A - Lead work teams

This unit also has linkages to a range of other technical and general supervisory units, and combined assessment and/or training with those units would be appropriate, for example:

CUVCRS03A - Produce computer-aided drawings

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 an installation co-ordinated by the candidate

- evaluation of reports prepared by the candidate detailing methods used to organise installation/dismantling, challenges faced and how these were resolved

- case studies and problem-solving exercises to assess ability to plan for different situations and 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- in depth knowledge of the installation/dismantling process

- planning and organisational requirements for exhibition installation/dismantling, the roles of key personnel and the typical issues and problems encountered

- inventory systems and procedures used for equipment and materials in an exhibitions context

- sources of additional equipment and supplies for different exhibition elements

- sources of specialist assistance relevant to the work context

- Occupational Health and Safety requirements that affect the allocation of work and the movement of physical elements

- environmental and other risk factors for both people and physical elements

- principles of universal access and impact on installation

- technical procedures for handling physical elements in the relevant work context, eg artworks, historical objects

- cultural protocols that impact on installation/dismantling, including those for ATSI material
- effective communication techniques in relation to team leading

Specific resource requirements

Assessment of this unit requires access to:

- an exhibition and exhibition venue
- physical exhibition elements
- exhibition documentation

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

- Briefing staff on work requirements

How can information be collected, analysed and organised? - (2)

- Assessing equipment requirements

How are activities planned and organised? - (2)

- Organising additional resources from external sources

How can team work be applied? - (2)

- Delegating work

How can the use of mathematical ideas and techniques be applied? - (1)

- Calculating space requirements

How can problem solving skills be applied? - (2)

- Working out arrangements for fragile objects

How can the use of technology be applied? - (1)

- Using the Internet to source external contractors

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 trainee, 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.

Exhibitions are held in many different contexts /environments, and these may include:

- museums

- galleries
- libraries
- other visitor attractions
- theme parks
- corporate events
- festivals

Exhibitions may be:

- temporary
- permanent
- travelling
- developed in-house or externally
- hired, borrowed or presented on behalf of another organisation or community group

Exhibition documentation may include:

- site plans
- floor plans
- event orders
- concept documentation

Appropriate input to overall exhibition development may relate to:

- operational feasibility of ideas
- own ideas for enhancement of concept or design
- safety issues

Additional resources may include:

- lighting
- audio
- vision systems
- display or other furniture
- costumes
- scenic items

Specialist external assistance may include:

- designers
- artists
- preparators
- printers
- conservators

builders
electricians
other trades people

Organisation of physical resources may relate to:

preparation of the site
transportation
packing, moving and handling of objects or other display items
security
safety
waste management
storage
disposal
recruitment/rostering of additional staff

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 trainee, 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.

Exhibitions are held in many different contexts /environments, and these may include:

museums
galleries
libraries
other visitor attractions
theme parks
corporate events
festivals

Exhibitions may be:

temporary
permanent
travelling
developed in-house or externally
hired, borrowed or presented on behalf of another organisation or community group

Exhibition documentation may include:

site plans

floor plans

event orders

concept documentation

Appropriate input to overall exhibition development may relate to:

operational feasibility of ideas

own ideas for enhancement of concept or design

safety issues

Additional resources may include:

lighting

audio

vision systems

display or other furniture

costumes

scenic items

Specialist external assistance may include:

designers

artists

preparators

printers

conservators

builders

electricians

other trades people

Organisation of physical resources may relate to:

preparation of the site

transportation

packing, moving and handling of objects or other display items

security

safety

waste management

storage

disposal

recruitment/rostering of additional staff

Unit Sector(s)

Not applicable.

CULMS506B Plan and develop activities, events and programs

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to plan and develop activities, events or programs for different customer groups. In a museum and library context, education will often be a key focus of activities. Skills for the actual delivery of activities, events or programs are found in the unit CULM406B - Deliver information, activities and events.

This unit is equivalent to unit THTPPD05B - Plan and develop interpretive activities, in the Tourism Training Package.

This unit describes the skills and knowledge required to plan and develop activities, events or programs for different customer groups. In a museum and library context, education will often be a key focus of activities. Skills for the actual delivery of activities, events or programs are found in the unit CULM406B - Deliver information, activities and events.

This unit is equivalent to unit THTPPD05B - Plan and develop interpretive activities, in the Tourism Training Package.

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

Element	Performance Criteria
1 Establish need and scope of activities, events or programs	1.1 Identify and develop programs which meet current/future organisational priorities and policies and which contribute to sustainable museum practice 1.2 Assess program activities in the context of the whole institution, where no overall program strategy exists 1.3 Evaluate external influences on program development 1.4 Identify the need for the activity/event/program based on customer needs, current development initiatives and wider community needs 1.5 Establish educational, interpretive and commercial objectives of the activity in consultation with appropriate stakeholders
2 Develop concepts for activities, events or programs	2.1 Undertake appropriate research and develop appropriate storylines and/or interpretive messages/themes accordingly 2.2 Integrate appropriate cultural and environmental protocols into concept development 2.3 Identify and utilise the service of other specialists as required 2.4 Ensure the activity, event or program is physically and technically feasible within existing resource constraints 2.5 Present a proposal for approval to relevant personnel in accordance with the organisation's policies and procedures
3 Plan resource requirements	3.1 Specify and obtain the resources required to complete each aspect of the activity, event or program 3.2 Clearly identify and agree ON timeframes for the preparation of the activity, event or program with

- all relevant parties
- 3.3 Identify the effect of the activity, event or program on other activities and people, and take appropriate steps to coordinate activities
 - 3.4 Confirm that facilities are capable of delivering activities to the specified range of users and provide a suitable and safe environment
 - 3.5 Ensure resources to operate the facilities are available and suitable
 - 3.6 Undertake a risk audit for the activity and incorporate relevant issues into activity development in accordance with regulations and organisational procedures
- 4 Develop support materials
- 4.1 Identify existing information materials and assess their suitability to the activity, event or program and audience
 - 4.2 Develop information materials to suit the purpose of the activity, event or program and the requirements of users
 - 4.3 Ensure information materials contain valid and reliable information and appropriate interpretations
 - 4.4 Develop information materials within resource and time constraints and ensure accessibility
- 5 Evaluate activity, event or program
- 5.1 Obtain formal and informal feedback from customers and colleagues during piloting or conduct of the activity
 - 5.2 Modify activity according to feedback received or use feedback to inform future development
 - 5.3 Establish and implement ongoing review mechanisms to ensure continuous improvement of the activity where appropriate

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- ability to apply the research, development and evaluation process to an activity, event or program

- detailed knowledge of subject matter and ability to apply that knowledge to the development of an activity or program that meets the needs of the particular customer group

Context of assessment and consistency of performance

The assessment context must provide for:

- assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity

- integration of workplace-realistic constraints for the development process, eg budget, space limitations, other resource constraints

Relationships to other units

This unit has strong linkages to other Public Programs units and to the guiding and interpretive units in the Tourism Training Package. Combined assessment and/or training with those units may be appropriate, for example:

- THTFTG14A - Prepare specialised interpretive content (cultural/heritage environments)

- CULMS004A - Integrate knowledge of education and learning into museum activities

- Other Exhibition units

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- project to develop and evaluate an activity, program or event for a nominated customer group/organisation

- oral or written questioning to assess knowledge of development processes

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

subject matter around which the activity, program or event is developed

features of typical policies, procedures and practices relating to the provision of public activities, events and programs

concept of sustainable museum practice and its relevance to the development of public programs

sources of advice and specialist assistance for activity development

planning and scheduling for activity, event or program

interpretation techniques suitable for a wide range of audiences

relevant resources for planning, promoting, delivering and evaluating activity, event or program

cultural protocols to be observed in developing programs, including those relating to Aboriginal or Torres Strait Islander contexts

copyright, moral rights and intellectual property issues and legislation that impact on the development of activities, including those relevant to Indigenous cultures

other relevant legislation including Child Protection and Trade Practices

literacy skills sufficient to develop varied and complex support materials

numeracy skills sufficient to estimate costs and work with budgets

Specific resource requirements

Assessment of this unit requires access to:

relevant organisational documentation

equipment and resources relevant to the activity, program or event

Generic employability skills

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (3)

Developing interpretive themes and messages

How can information be collected, analysed and organised? - (3)

Evaluating information to inform the development process

How are activities planned and organised? - (3)

Organising resource allocations and other practical details

How can team work be applied? - (2)

Consulting with specialists on activity development

How can the use of mathematical ideas and techniques be applied? - (2)

Estimating/adjusting costs

How can problem solving skills be applied? - (2)

Adjusting program to meet a particular need

How can the use of technology be applied? - (1)

Integrating technology into activity presentation

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the performance criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- ability to apply the research, development and evaluation process to an activity, event or program

- detailed knowledge of subject matter and ability to apply that knowledge to the development of an activity or program that meets the needs of the particular customer group

Context of assessment and consistency of performance

The assessment context must provide for:

- assessment conducted over a period of time to allow the candidate to develop, pilot and evaluate the activity

- integration of workplace-realistic constraints for the development process, eg budget, space limitations, other resource constraints

Relationships to other units

This unit has strong linkages to other Public Programs units and to the guiding and interpretive units in the Tourism Training Package. Combined assessment and/or training with those units may be appropriate, for example:

- THTFTG14A - Prepare specialised interpretive content (cultural/heritage environments)

- CULMS004A - Integrate knowledge of education and learning into museum activities

- Other Exhibition units

Method of assessment

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

- project to develop and evaluate an activity, program or event for a nominated customer group/organisation

- oral or written questioning to assess knowledge of development processes

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- subject matter around which the activity, program or event is developed
- features of typical policies, procedures and practices relating to the provision of public activities, events and programs
- concept of sustainable museum practice and its relevance to the development of public programs
- sources of advice and specialist assistance for activity development
- planning and scheduling for activity, event or program
- interpretation techniques suitable for a wide range of audiences
- relevant resources for planning, promoting, delivering and evaluating activity, event or program
- cultural protocols to be observed in developing programs, including those relating to Aboriginal or Torres Strait Islander contexts
- copyright, moral rights and intellectual property issues and legislation that impact on the development of activities, including those relevant to Indigenous cultures
- other relevant legislation including Child Protection and Trade Practices
- literacy skills sufficient to develop varied and complex support materials
- numeracy skills sufficient to estimate costs and work with budgets

Specific resource requirements

Assessment of this unit requires access to:

- relevant organisational documentation
- equipment and resources relevant to the activity, program or event

Generic employability skills

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (3)

Developing interpretive themes and messages

How can information be collected, analysed and organised? - (3)

Evaluating information to inform the development process

How are activities planned and organised? - (3)

Organising resource allocations and other practical details

How can team work be applied? - (2)

Consulting with specialists on activity development

How can the use of mathematical ideas and techniques be applied? - (2)

Estimating/adjusting costs

How can problem solving skills be applied? - (2)

Adjusting program to meet a particular need

How can the use of technology be applied? - (1)

Integrating technology into activity presentation

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 trainee, 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.

Activities, events or programs may include:

guided tours

exhibitions

special occasions and festivals

holiday or weekend activities

performances, e.g. theatre, film, music, dance, craft demonstrations, workshops

scientific experiments

presentations, demonstrations

excursions, field trips, site visits, guided tours

school visit programs

institution open days

ceremonies

school programs

Customers/users may be:

local community

tourists

educational groups

special interest groups

External influences on program development may include:

current or emerging community interests

social trends

current events

programs in other institutions

changes in technology

visitation patterns

Other specialists may include:

curators

designers

actors/performers

environmental consultants

interpretation consultants

cultural advisers

technical experts

curriculum advisers

teachers

educational psychologists, learning advisors

The proposal may include:

the rationale, aims, objectives and expected outcomes, in financial and other terms

facilities, resources and equipment needed

target audience

marketing and promotion requirements

staff training needs

Resource requirements may include:

natural resources

lighting

audiovisual equipment and recordings

handouts

costumes

props

contractors, e.g. performers

- guest speakers
- technical and creative staffing
- other equipment
- catering
- security
- support materials
- transportations
- furniture
- space
- booking systems/support

Support materials may include:

- replicas/education collection materials
- guidance materials
- descriptions
- labels
- signs
- overheads
- videos
- activity sheets
- curriculum-related material

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 trainee, 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.

Activities, events or programs may include:

- guided tours
- exhibitions
- special occasions and festivals
- holiday or weekend activities
- performances, e.g. theatre, film, music, dance, craft demonstrations, workshops
- scientific experiments
- presentations, demonstrations
- excursions, field trips, site visits, guided tours

- school visit programs
- institution open days
- ceremonies
- school programs

Customers/users may be:

- local community
- tourists
- educational groups
- special interest groups

External influences on program development may include:

- current or emerging community interests
- social trends
- current events
- programs in other institutions
- changes in technology
- visitation patterns

Other specialists may include:

- curators
- designers
- actors/performers
- environmental consultants
- interpretation consultants
- cultural advisers
- technical experts
- curriculum advisers
- teachers
- educational psychologists, learning advisors

The proposal may include:

- the rationale, aims, objectives and expected outcomes, in financial and other terms
- facilities, resources and equipment needed
- target audience
- marketing and promotion requirements
- staff training needs

Resource requirements may include:

natural resources
lighting
audiovisual equipment and recordings
handouts
costumes
props
contractors, e.g. performers
guest speakers
technical and creative staffing
other equipment
catering
security
support materials
transportations
furniture
space
booking systems/support

Support materials may include:

replicas/education collection materials
guidance materials
descriptions
labels
signs
overheads
videos
activity sheets
curriculum-related material

Unit Sector(s)

Not applicable.

CULMS605B Develop and implement procedures for the movement/storage of cultural material

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to establish and implement procedures and protocols for the movement and storage of cultural material.

This unit describes the skills and knowledge required to establish and implement procedures and protocols for the movement and storage of cultural material.

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

Element

Performance Criteria

1 Establish procedures for handling and movement of	1.1 Identify and assess key information about cultural material as the basis for developing

cultural material	movement/storage procedures
	1.2 Identify and assess key internal and external factors that impact on movement/storage
	1.3 Integrate current industry best practice into the development of procedures, including application of cultural protocols
	1.4 Identify and consult with key stakeholders in the development of procedures
	1.5 Identify and address any legal, insurance or other administrative requirements which impact on movement/storage of cultural material
	1.6 Identify and assess Occupational Health and Safety issues and legislative requirements
	1.7 Develop and communicate clear and complete procedures and plans for the movement/storage of cultural material, including responsibilities, timelines and resource allocations
2 Monitor movement/storage activities	2.1 Organise and monitor movement/storage arrangements in accordance with agreed procedures and the requirements for particular work situations
	2.2 Monitor the application of safe and secure work practices and take action to address any problems
	2.3 Monitor object movement/storage against schedules and allocated budgets and take action to address any problems
	2.4 Consult with colleagues on a regular basis to obtain feedback on movement/storage procedures
3 Manage movement/storage records	3.1 Monitor record keeping to ensure completeness, currency, accuracy and observance of legal, ethical and cultural constraints
	3.2 Make adjustments and enhancements to record keeping systems based on ongoing review and feedback from users

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- application of planning and organisational skills to the development and implementation of procedures for movement/storage of cultural material

- sound knowledge of the internal, external and technical issues that impact on movement/storage of cultural material

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of movement/storage procedures for specific cultural material

- involvement of, and interaction with others to reflect the consultative and team-leading nature of the unit

- assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit

Relationships to other units

It is recommended that this unit be assessed with or after the following units:

- BSBFLM404A - Lead work teams

- CUEFIN02B - Manage a budget

- CULMS003A - Move/store cultural material

This unit also has linkages with a range of other museum-specific and general units, and combined assessment and/or training with those units may be appropriate.

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 procedures developed by the candidate, and the processes used

- case studies to assess ability to develop options for different workplace contexts and situations

- oral or written questioning to assess knowledge of technical and other considerations in the movement/storage of cultural material

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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- technical/conservation issues associated with the movement of particular cultural material in a given work context

- technical/conservation issues associated with the storage of particular cultural material in a given work context

- typical protection, transportation, storage and security procedures and practices relevant to the work context

- legal and administrative requirements for the movement/storage of cultural material

- cultural protocols that affect the movement/storage of cultural material, including those for Aboriginal or Torres Strait Islander material

- copyright, moral rights and intellectual property legislation and issues that impact on movement/storage of cultural material

- safety legislation and requirements that impact on the movement/storage of cultural material

- planning and organisational techniques and processes in relation to the movement/storage of cultural material

- communication and consultation skills

- literacy skills sufficient to interpret a wide range of information and communicate detailed procedures and systems

Specific resource requirements

Assessment of this unit requires access to:

- relevant policies and procedures manuals

- a collection for which procedures can be planned

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (3)

- Developing a procedures manual for movement/storage of cultural material

How can information be collected, analysed and organised? - (3)

Assessing technical information to develop protocols for movement/storage of cultural material

How are activities planned and organised? - (2)

Organising transportation arrangements

How can team work be applied? - (3)

Consulting with colleagues during development processes

How can the use of mathematical ideas and techniques be applied? - (2)

Estimating costs

How can problem solving skills be applied? - (3)

Developing approaches to shortcomings in record keeping systems

How can the use of technology be applied? - (1)

Using the Internet to source transportation suppliers

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- application of planning and organisational skills to the development and implementation of procedures for movement/storage of cultural material

- sound knowledge of the internal, external and technical issues that impact on movement/storage of cultural material

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills through the development and implementation of movement/storage procedures for specific cultural material

- involvement of, and interaction with others to reflect the consultative and team-leading nature of the unit

- assessment over a period of time to reflect the ongoing implementation and monitoring aspects of the unit

Relationships to other units

It is recommended that this unit be assessed with or after the following units:

- BSBFLM404A - Lead work teams

- CUEFIN02B - Manage a budget

- CULMS003A - Move/store cultural material

This unit also has linkages with a range of other museum-specific and general units, and combined assessment and/or training with those units may be appropriate.

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 procedures developed by the candidate, and the processes used
- case studies to assess ability to develop options for different workplace contexts and situations
- oral or written questioning to assess knowledge of technical and other considerations in the movement/storage of cultural material
- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- technical/conservation issues associated with the movement of particular cultural material in a given work context
- technical/conservation issues associated with the storage of particular cultural material in a given work context
- typical protection, transportation, storage and security procedures and practices relevant to the work context
- legal and administrative requirements for the movement/storage of cultural material
- cultural protocols that affect the movement/storage of cultural material, including those for Aboriginal or Torres Strait Islander material
- copyright, moral rights and intellectual property legislation and issues that impact on movement/storage of cultural material
- safety legislation and requirements that impact on the movement/storage of cultural material
- planning and organisational techniques and processes in relation to the movement/storage of cultural material
- communication and consultation skills
- literacy skills sufficient to interpret a wide range of information and communicate detailed procedures and systems

Specific resource requirements

Assessment of this unit requires access to:

- relevant policies and procedures manuals

a collection for which procedures can be planned

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (3)

Developing a procedures manual for movement/storage of cultural material

How can information be collected, analysed and organised? - (3)

Assessing technical information to develop protocols for movement/storage of cultural material

How are activities planned and organised? - (2)

Organising transportation arrangements

How can team work be applied? - (3)

Consulting with colleagues during development processes

How can the use of mathematical ideas and techniques be applied? - (2)

Estimating costs

How can problem solving skills be applied? - (3)

Developing approaches to shortcomings in record keeping systems

How can the use of technology be applied? - (1)

Using the Internet to source transportation suppliers

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 trainee, 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.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

- archaeological material
- books and manuscripts
- cultural sites/buildings

- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

The movement and storage of cultural material may:

- take place within the museum
- involve transferring material into the institution from outside
- involve transferring objects from within the institution to an outside location
- involve various forms of transport
- involve long or short term storage

Key information may include:

- nature of material
- condition of material
- dimensions
- weight
- intended use
- length and mode of journey
- planned duration of storage
- type of storage facility
- climate
- propensity for pest infestation
- ownership details
- cultural considerations

Key internal and external factors may include:

- organisational priorities
- resource constraints
- space constraints
- future programs and events
- intentions/programs of other museums
- visitor trends

- availability of specialist expertise
- legal requirements
- cultural considerations

Key stakeholders may include:

- other management
- staff
- volunteers
- suppliers
- conservators
- curators
- lenders/borrowers

Procedures and plans may include consideration of:

- suitable transfer methods
- protection and security of items
- protective materials and equipment
- transportation methods
- transportation routes
- preferred suppliers
- contingencies for potential hazards
- physical, environmental and security constraints of destination
- safe health and manual handling procedures
- legal and financial requirements
- cultural protocols
- location and placement of cultural material at destination
- record keeping requirements

Records may be in a variety of formats including:

- paper documents
- photographic
- film and video
- sound recordings
- computer based

Information records about cultural material may include:

- physical description
- dimensions

- weight
- accession number
- photograph/image
- special handling requirements
- associated collection items
- accessories
- exhibition and storage history
- location
- condition
- previous conservation reports
- history and provenance
- significance, e.g. cultural, technical, scientific, historical, social
- source, e.g. original location, donor, dealer, maker, collector
- loan information
- insurance details

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 trainee, 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.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

The movement and storage of cultural material may:

- take place within the museum
- involve transferring material into the institution from outside
- involve transferring objects from within the institution to an outside location
- involve various forms of transport
- involve long or short term storage

Key information may include:

- nature of material
- condition of material
- dimensions
- weight
- intended use
- length and mode of journey
- planned duration of storage
- type of storage facility
- climate
- propensity for pest infestation
- ownership details
- cultural considerations

Key internal and external factors may include:

- organisational priorities
- resource constraints
- space constraints
- future programs and events
- intentions/programs of other museums
- visitor trends
- availability of specialist expertise
- legal requirements
- cultural considerations

Key stakeholders may include:

- other management
- staff
- volunteers
- suppliers
- conservators

curators

lenders/borrowers

Procedures and plans may include consideration of:

suitable transfer methods

protection and security of items

protective materials and equipment

transportation methods

transportation routes

preferred suppliers

contingencies for potential hazards

physical, environmental and security constraints of destination

safe health and manual handling procedures

legal and financial requirements

cultural protocols

location and placement of cultural material at destination

record keeping requirements

Records may be in a variety of formats including:

paper documents

photographic

film and video

sound recordings

computer based

Information records about cultural material may include:

physical description

dimensions

weight

accession number

photograph/image

special handling requirements

associated collection items

accessories

exhibition and storage history

location

condition

previous conservation reports

history and provenance

significance, e.g. cultural, technical, scientific, historical, social

source, e.g. original location, donor, dealer, maker, collector

loan information

insurance details

Unit Sector(s)

Not applicable.

CULMS610B Research, describe and document cultural material

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to research, describe and document cultural material. The unit focuses on assessing and articulating the significance of cultural material, requires the application of significant judgement and is conducted under limited guidance.

This unit describes the skills and knowledge required to research, describe and document cultural material. The unit focuses on assessing and articulating the significance of cultural material, requires the application of significant judgement and is conducted under limited guidance.

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

Element	Performance Criteria

- 1 Describe cultural material
 - 1.1 Examine cultural material in accordance with industry best practice and organisational procedures
 - 1.2 Research relevant information regarding history and provenance of the cultural material
 - 1.3 Accurately identify unusual and distinctive features of the cultural material
 - 1.4 Clearly identify the cultural material wherever possible and provide a rationale for the identification
 - 1.5 Accurately and clearly record the results of the identification process in an appropriate format
- 2 Assess significance
 - 2.1 Identify and consult with key stakeholders regarding the significance of cultural material
 - 2.2 Clearly identify the relationship of the material to related items in the collection and the significance of this relationship
 - 2.3 Identify the need for and seek appropriate expert advice where necessary
 - 2.4 Take action to ensure an item's condition and its conservation needs are fully described, and alert relevant personnel as required
- 3 Summarise information
 - 3.1 Record descriptions in accordance with organisational procedures and practices
 - 3.2 Articulate the significance of the cultural material in an appropriate format and in sufficient detail to meet organisational requirements
- 4 Complete accession details
 - 4.1 Allocate accession numbers according to organisational procedures and practices and from the correct sequence
 - 4.2 Confirm the identity of the cultural material before the accession process is implemented
 - 4.3 Accurately record the accession number in the appropriate information system
 - 4.4 Accurately record the accession number on the cultural material in accordance with organisational

procedures and practices

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- application of detailed knowledge of assessment and description techniques and procedures for cultural material

- ability to apply techniques for the effective identification and description of a range of cultural material

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills using industry-current systems to research, describe and document a range of cultural material

Relationships to other units

This unit has linkages to other collection management units and combined assessment and or/training with those units may be appropriate, for example:

- CULMS502B - Acquire/dispose of cultural material

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 descriptions and records created by the candidate

- evaluation of research processes undertaken by the candidate to identify and assess the significance of cultural material

- case studies to assess ability to apply skills to different collection types and workplace contexts

- oral or written questioning to assess knowledge of industry standards and procedures for identification, description and documentation of cultural material

- 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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

- subject matter expertise related to the cultural material, including detailed knowledge of information sources

- concepts of significance and significance assessment process

- relevant sources of expert advice relevant to the work context

- handling and examination techniques in the relevant work context

- conservation policies and procedures as they apply to identification, description and documentation of cultural material

- copyright, moral rights and intellectual property issues and legislation and their impact on identification, description and documentation of cultural material

- cultural protocols for examining, identifying and reporting on cultural material, including Indigenous protocols

- industry procedures and systems for examining, identifying and reporting on cultural material

- literacy skills sufficient to research, analyse and document potentially complex information on cultural material

Specific resource requirements

Assessment of this unit requires access to:

- relevant policies and procedures manuals

- cultural material to be identified, described, documented

- documentation systems

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

- Writing descriptions

How can information be collected, analysed and organised? - (2)

- Assessing the significance of an item within a collection

How are activities planned and organised - (2)

Co-ordinating the research process

How can team work be applied - (2)

Consulting with experts on particular cultural materials

How can the use of mathematical ideas and techniques be applied - (1)

Using accession numbering systems

How can problem solving skills be applied - (2)

Resolving cultural issues surrounding a particular item

How can the use of technology be applied - (1)

Using automated systems

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence. It is essential for assessment and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines of the relevant Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The following evidence is critical to the judgement of competence in this unit:

- application of detailed knowledge of assessment and description techniques and procedures for cultural material

- ability to apply techniques for the effective identification and description of a range of cultural material

Context of assessment and consistency of performance

The assessment context must provide for:

- practical demonstration of skills using industry-current systems to research, describe and document a range of cultural material

Relationships to other units

This unit has linkages to other collection management units and combined assessment and or/training with those units may be appropriate, for example:

- CULMS502B - Acquire/dispose of cultural material

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 descriptions and records created by the candidate

- evaluation of research processes undertaken by the candidate to identify and assess the significance of cultural material

- case studies to assess ability to apply skills to different collection types and workplace contexts

oral or written questioning to assess knowledge of industry standards and procedures for identification, description and documentation of cultural material

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].

Essential skills and knowledge

Assessment must include evidence of the following knowledge and skills:

subject matter expertise related to the cultural material, including detailed knowledge of information sources

concepts of significance and significance assessment process

relevant sources of expert advice relevant to the work context

handling and examination techniques in the relevant work context

conservation policies and procedures as they apply to identification, description and documentation of cultural material

copyright, moral rights and intellectual property issues and legislation and their impact on identification, description and documentation of cultural material

cultural protocols for examining, identifying and reporting on cultural material, including Indigenous protocols

industry procedures and systems for examining, identifying and reporting on cultural material

literacy skills sufficient to research, analyse and document potentially complex information on cultural material

Specific resource requirements

Assessment of this unit requires access to:

relevant policies and procedures manuals

cultural material to be identified, described, documented

documentation systems

Generic employability skills

The seven Key Competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the Key Competencies indicates the performance level required in this unit.

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

How can communication of ideas and information be applied? - (2)

Writing descriptions

How can information be collected, analysed and organised? - (2)

Assessing the significance of an item within a collection

How are activities planned and organised - (2)

Co-ordinating the research process

How can team work be applied - (2)

Consulting with experts on particular cultural materials

How can the use of mathematical ideas and techniques be applied - (1)

Using accession numbering systems

How can problem solving skills be applied - (2)

Resolving cultural issues surrounding a particular item

How can the use of technology be applied - (1)

Using automated systems

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 trainee, 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.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

- archaeological material
- books and manuscripts
- cultural sites/buildings
- ethnographic material
- film/audiovisual material
- flora and fauna
- furniture
- photographs
- technological/industry items
- textiles
- works on paper/canvas

Information sources relevant to the cultural material may include:

other museums
previous holders of cultural material
other museum workers
publications
experts/specialists
the organisation's collection
catalogues
reference works
written reports
local community members
archives
libraries
Internet
makers/artists

Key stakeholders may include:

donors
owners/custodians
cultural groups
users
community associations
experts/specialists
makers/artists

Appropriate formats may be:

verbal
written
graphic
photographic

Detail in the description may relate to:

the physical appearance of the item
significance (historic, scientific research)
provenance
previous owners
dimensions
intactness

condition (good to seriously degraded)
relationship to other material (within or outside of the collection)
conservation needs (care, handling, protection)
previous conservation
age
functionality
adaptations/repairs
marks/inscriptions
construction materials
construction method
maker/artist
associations with place

Accession details may include:

date of accession
details of previous ownership
brief description
registration number
acquisition method
costs, eg value, maintenance costs
copyright details
maker/artist
date of creation
dimensions

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 trainee, 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.

Cultural material is defined as 'objects, collections, artworks, specimens, structures or sites'. Examples include:

archaeological material
books and manuscripts
cultural sites/buildings
ethnographic material

film/audiovisual material
flora and fauna
furniture
photographs
technological/industry items
textiles
works on paper/canvas

Information sources relevant to the cultural material may include:

other museums
previous holders of cultural material
other museum workers
publications
experts/specialists
the organisation's collection
catalogues
reference works
written reports
local community members
archives
libraries
Internet
makers/artists

Key stakeholders may include:

donors
owners/custodians
cultural groups
users
community associations
experts/specialists
makers/artists

Appropriate formats may be:

verbal
written
graphic

photographic

Detail in the description may relate to:

the physical appearance of the item

significance (historic, scientific research)

provenance

previous owners

dimensions

intactness

condition (good to seriously degraded)

relationship to other material (within or outside of the collection)

conservation needs (care, handling, protection)

previous conservation

age

functionality

adaptations/repairs

marks/inscriptions

construction materials

construction method

maker/artist

associations with place

Accession details may include:

date of accession

details of previous ownership

brief description

registration number

acquisition method

costs, eg value, maintenance costs

copyright details

maker/artist

date of creation

dimensions

Unit Sector(s)

Not applicable.

CUSADM01A Purchase or hire equipment/supplies

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to acquire materials or items not normally held in stock. This unit does not focus on the coordination and negotiation function involved in purchasing, which is covered by **Coordinate the purchase or hire of equipment or supplies**. Complex purchases, hire agreements and negotiations would, generally, be referred to team leaders, supervisors or managers.

This unit describes the skills and knowledge required to acquire materials or items not normally held in stock. This unit does not focus on the coordination and negotiation function involved in purchasing, which is covered by **Coordinate the purchase or hire of equipment or supplies**. Complex purchases, hire agreements and negotiations would, generally, be referred to team leaders, supervisors or managers.

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

Element	Performance Criteria
1 Determine items to be acquired	1.1 Receive verbal or written instructions to determine items to be acquired 1.2 Determine the allocated expenditure for the items 1.3 Continually liaise with relevant personnel during the acquisition to ensure that requirements are correctly understood 1.4 Gain approval to amend details before proceeding with acquisition
2 Seek suppliers and costs of purchase or hire	2.1 Determine if suppliers have been sourced or seek relevant suppliers 2.2 Provide suppliers with detailed descriptions of items required 2.3 Seek quotes for the purchase or hire of required resources 2.4 Ensure that materials/items/equipment quoted on meet the requirements 2.5 Provide relevant personnel with the quotes and seek approval to accept the quote
3 Choose and acquire materials/items	3.1 Choose items and obtain approval from the relevant personnel to acquire the materials/items/equipment chosen 3.2 Ensure that materials/items/equipment are acquired in the quantity instructed 3.3 Provide relevant personnel with any required hire, loan or purchase documentation and request that documentation is completed to meet the requirements of the supplier 3.4 Ensure that the supplier advises the methods of payment and any exchange and refund arrangements prior to the acquisition
4 Receive and store stock	4.1 Check incoming stock against orders and delivery documentation in accordance with enterprise procedures

- 4.2 Identify and accurately record variations and communicate these to appropriate personnel
- 4.3 Inspect items for damage, quality, use by dates, breakages or discrepancies and record in accordance with enterprise procedures
- 4.4 Safely transport incoming items to the appropriate storage area to avoid damage
- 4.5 Store items in the appropriate location in accordance with enterprise security procedures
- 4.6 Communicate the availability of materials/items/equipment to the relevant personnel, allowing them to process or use the materials/items/equipment

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

principles of stock control

storage security systems

safe lifting and handling procedures

interpretation of instructions and purchase documentation

principles of communication

Linkages to other units

This unit has strong linkages to the following units and combined training delivery and/or assessment is recommended:

CUECLE1A Undertake general administrative

procedures

CUSRAD01A Collect and organise information

Critical aspects of evidence

This unit of competence applies to a range of industry sectors. The focus of assessment will depend on the industry sector.

Assessment must be contextualised/tailored to meet the needs of the particular sector in which performance is being assessed. Assessment should only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

The following evidence is critical to the judgement of competence in this unit:

knowledge of safety and security issues

ability to interpret instructions

ability to provide clear descriptions of requirements

ability to safely and efficiently receive items

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

case studies

work samples or simulated workplace activities

oral questioning/interview

written or interactive computer based test or

quiz
 projects/reports/logbooks
 third party reports and authenticated prior achievements
 portfolios of evidence

Resource requirements

Workplace based assessment should use the range of equipment currently used in that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of equipment currently used by the specific industry sector.

Key competencies	Level

Collecting, organising and analysing information	2

Communicating ideas and information	2

Planning and organising activities	1

Working with others and in teams	2

Solving problems	1

Using mathematical ideas and techniques	2

Using technology	2

Range Statement

Range of variables

Variable	Scope

Materials may be: any material to be processed, manufactured or constructed into the required finished product

Items may be: any finished product required for the production, operation or project

Specialist materials or items/equipment may include: any material or item not normally held in stock
items requiring special technical application
specialised equipment not held by the organisation

Relevant personnel may include: production designer
performer
production staff
supervisor
head of department
director
producer
technical director
other technical staff
other specialist staff
designers
floor manager

Communication may be: verbal
written

Unit Sector(s)

Not applicable.

CUSGEN01A Use and adapt to changes in technology

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries. This knowledge underpins effective performance in all sectors and applies to all people working in these industries.

This unit describes the skills and knowledge required to evaluate and adapt to a variety of technological changes within the cultural industries. This knowledge underpins effective performance in all sectors and applies to all people working in these industries.

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

Element

Performance Criteria

1 Evaluate information about new technology	1.1 Where necessary seek information about the current technological changes that apply to the relevant industry 1.2 Evaluate the information according to the impact it will have on effective work performance within the industry, including information about: - changes in any type of equipment or technology used within the industry - likely effects of new technology on current work practices - ways of upgrading skills to include the use of new technology
2 Adapt to changes in the new technology	2.1 When required, undertake appropriate training of new technology to improve work practices 2.2 Read any relevant documentation that will assist in the practice of use of the new technology 2.3 When required, select appropriate equipment that is suitable for the specific uses defined by the new technology 2.4 Implement the new technology in current work practices
3 Update knowledge of new technology	3.1 Continually apply informal and/or formal research to update knowledge of any subsequent new technologies that may impact on work practices 3.2 Monitor current changes in technology and implement those changes when required 3.3 Share updated knowledge with colleagues as appropriate, and incorporate information into day-to-day work activities

Required Skills and Knowledge

Not applicable.

Evidence Guide

Evidence guide

Underpinning knowledge and skills

Assessment must include evidence of essential knowledge of, and skills in, the following areas:

the ability to access information about new technology

basic research skills

identification of relevant information

questioning techniques to obtain information

sorting and summarising information

ability to undertake training in new technology and incorporate the use of new technology into current work practices

Linkages to other units

This is a core unit that underpins effective performance in all other units. It is recommended that this unit is delivered/assessed in conjunction with other operational and technical units.

Critical aspects of evidence

This unit of competence applies to a range of cultural industries. The focus of assessment will depend on the industry involved. Assessment must be contextualised/tailored to meet the needs of the particular industry and industry sector in which performance is being assessed. Assessment would only address those variable circumstances, listed in the range of variables statements, which apply to the chosen context.

Care should be taken in developing training to meet the requirements of this unit. The specific focus of training will depend upon the industry involved i.e. music, film and television, radio or multimedia. For generic pre-vocational training, organisations should provide training, which is tailored to meet the needs of the particular industry. It is intended that participants will gain a breadth

of industry knowledge, encompassing the full range of industry contexts, with no bias towards individual industry specialisations.

The following evidence is critical to the judgement of competence in this unit:

demonstration of knowledge of new technology

incorporation of appropriate new technology into current work practices to achieve most effective outcomes

Method and context of assessment

Assessment may take place on the job, off the job or a combination of both of these. Off the job assessment must be undertaken in a closely simulated workplace environment.

Assessment may incorporate a range of methods to assess performance and the application of essential underpinning knowledge, and might include:

practical demonstration (direct observation may need to occur on more than one occasion to establish consistency of performance)

role play

case studies

work samples or simulated workplace activities

oral questioning/interview

written or interactive computer based test or quiz

projects/reports/logbooks

third party reports and authenticated prior achievements

portfolios of evidence

Resource requirements

Assessment requires access to a range of relevant and current industry information materials listed in the range of variables statement.

Work place based assessment should utilise the range of materials current and relevant to that workplace environment.

Simulated workplace activities must be undertaken using an appropriate range of relevant and current material to the industry.

Key competencies	Level
Collecting, organising and analysing information	3
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	1
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	3

Range Statement

Range of variables

Variable Scope

Information about the new technology may be obtained from the following sources:

electronic media
reference books
libraries
industry associations and organisations
industry journals
publications - newsletters, magazines, bulletins and letters
computer data, including internet
induction kits
organisational policies, procedures and

journals

occupational health and safety laws,
regulations, journals

personal observations and experience

discussions with current industry
practitioners

discussions with manufacturers - technical
and sales personnel

specialist technical publications

manufacturers' handbooks, manuals
promotional material

Industries incorporating new technology may
include:

music

film

television

radio

interactive multimedia

entertainment

arts

New technology may include:

replacement of analog systems with digital
systems

video editing software

music production software and equipment

sound editing software

camera equipment

sound equipment

projection equipment

computer technology

Unit Sector(s)

Not applicable.

FNSICGEN305A Maintain daily financial/business records

Modification History

Not applicable.

Unit Descriptor

This unit covers the preparation and processing of routine financial documents.

This unit covers the preparation and processing of routine financial documents

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

Element	Performance Criteria
1 Process financial forms and applications	1.1 Information from documents is identified, checked and recorded
	1.2 Documents are processed and recorded or transmitted to appropriate personnel

	1.3 All work undertaken is in accordance with organisational procedures, legislation and regulations
2 Prepare and process banking documents and petty cash documents	2.1 Deposits and withdrawals are accurately entered and balanced according to organisational procedures, where applicable
	2.2 Cheques and card vouchers are checked for validity before processing, where applicable
	2.3 Banking documentation is reconciled with organisation's financial records, where applicable
	2.4 Documentation is completed in accordance with banking guidelines
3 Process petty cash transactions	3.1 Petty cash claims and vouchers are checked, processed and recorded and petty cash book is balanced according to organisation's procedures
	3.2 Any irregularities are referred to nominated person
4 Prepare and process invoices for payment to creditors and for debtors	4.1 Invoices are prepared in accordance with organisational procedures
	4.2 Invoices are checked against source documents for accuracy
	4.3 Any errors or inaccuracies are corrected
	4.4 Invoices and related documents are filed for auditing purposes

Required Skills and Knowledge

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

Knowledge requirements include:

the organisation's policies and procedures applying to financial documents

relevant legislation and codes, relating to the operation of a business and to the tasks undertaken

legislation relating to privacy and confidentiality

procedures for handling cheques, vouchers and cash

banking procedures and guidelines

methods of calculating and presenting financial data

the organisation's software and technology used to record and transmit financial information

Skills requirements include:

calculation skills

ability to check accuracy of information (words and numbers)

attention to detail

ability to read and interpret financial data

communication skills

ability to relate to people from a range of social, cultural and ethnic backgrounds

ability to work to set timelines

Evidence Guide

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

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 of Variables 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 in the workplace or in a simulated environment.

Resources required for assessment:

Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

Overview of assessment requirements

To achieve competency in this unit, a person must be able to demonstrate:

accurate and timely preparation and processing of financial documents in accordance with the organisation's policies and procedures

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 of Variables 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 in the workplace or in a simulated environment.

Resources required for assessment:

Assessment of this unit of competence requires access to company policies and practices and the technology/systems used by the company to provide services to customers.

Range Statement

Information may include:

names

addresses

amounts of money/figure

dates

account numbers/card numbers/cheque numbers

Documents may include:

application forms

claim forms

petty cash vouchers

invoices

purchase orders

receipts

credit notes

statements

deposit books

delivery dockets

remittance advice

Appropriate personnel may include:

supervisor

manager

account department

accounts clerk

petty cash officer

Organisational procedures may include:

legal and organisation policy and guidelines

procedures for entering and balancing deposits

procedures for checking validity of cheques and card vouchers

security procedures

cash handling procedures

Australian Accounting and Auditing Standards

Legislation and regulations may include:

award and enterprise agreement

occupational health and safety (OH&S) legislation

privacy

equal employment opportunity (EEO) legislation

Anti-discrimination legislation

Validity may include:

signature

dates

amounts

Banking documentation may include:

withdrawal forms

deposit slips/books

cheques

Banking guidelines may include:

cash bundled

accurate forms

banking summary provided

banking electronically

Information may include:

names

addresses

amounts of money/figure

dates

account numbers/card numbers/cheque numbers

Documents may include:

application forms

claim forms

petty cash vouchers

invoices

purchase orders

receipts

credit notes

statements

deposit books

delivery dockets

remittance advice

Appropriate personnel may include:

supervisor

manager

account department

accounts clerk

petty cash officer

Organisational procedures may include:

legal and organisation policy and guidelines

procedures for entering and balancing deposits

procedures for checking validity of cheques and card vouchers

security procedures

cash handling procedures

Australian Accounting and Auditing Standards

Legislation and regulations may include:

award and enterprise agreement

occupational health and safety (OH&S) legislation

privacy

equal employment opportunity (EEO) legislation

Anti-discrimination legislation

Validity may include:

signature

dates

amounts

Banking documentation may include:

withdrawal forms

deposit slips/books

cheques

Banking guidelines may include:

cash bundled

accurate forms

banking summary provided

banking electronically

Unit Sector(s)

Not applicable.

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.

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

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

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.

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

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.

HLTCOM408B Use specific health terminology to communicate effectively

Modification History

Unit Descriptor

This unit covers the skills required to understand and respond to instructions, carry out routine tasks and communicate with a range of internal and external clients in a health care practice, using appropriate practice-specific health terminology.

Application of the Unit

This unit applies to work in a range of health settings

It has been derived from unit BSBMED301A Use advanced medical terminology to apply across a range of health industry sectors, including medical and non-medical settings

Application of this unit should be contextualised to reflect specific terminology and usage requirements to address workplace requirements, issues and practices

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
1 Respond appropriately to instructions containing health terminology	1.1 Receive, understand and document written and oral instructions using practice-specific health terminology 1.2 Use checklists containing health terminology where appropriate 1.3 Recognise and interpret abbreviations for practice-specific terms and associated processes 1.4 Understand and adhere to policies, procedures and guidelines of specific health workplace 1.5 Seek clarification of instructions when necessary
2 Carry out routine tasks	2.1 Use practice-specific health terminology correctly in the completion of routine tasks 2.2 Seek assistance from designated person/s as required
3 Use appropriate health terminology in oral and written communication	3.1 Use appropriate practice-specific health terminology as directed in oral and written communication with clients, fellow workers and health professionals 3.2 Present written communication to a designated person for verification of terminology if required 3.3 Correctly spell and pronounce practice-specific health terminology 3.4 Seek advice from designated person as required to clarify correct use and meaning of practice-specific health terms and associated processes

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Relevant workplace guidelines
Relevant practice-specific health terminology
Relevant local/state/federal legislation
Own and others' responsibilities
Appropriate forms and recording requirements
Appropriate external agencies
Appropriate information sources

Essential skills:

Ability to:

Use and understand abbreviations for practice-specific health terms and associated processes
Correctly spell and pronounce practice-specific health terminology
Communicate in a professional manner using appropriate communication strategies
Maintain confidentiality, security and privacy of information
Carry out activities and actions within local, state and federal legislation
Follow instructions, including routine oral and written sequenced instructions
Ensure activities are well organised, executed in a timely fashion and any documents prepared or obtained are filed appropriately
Ensure all written communication is self-checked for spelling errors, grammatical mistakes and missing words and presented to designated person for approval if required
Use literacy skills, including:
follow procedures, policies, signs and instructions
use correct spelling, grammar and punctuation

Use language skills, including:

relay information
use appropriate and correct practice-specific health terminology
use correct pronunciation and sentence structures
question to clarify terms and context

Apply interpersonal skills to interact with clients and others in an appropriate manner

Apply basic research skills to increase own knowledge of practice-specific health terminology

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 this competency unit:

This unit is most appropriately assessed in a classroom environment

Assessment may contain theoretical emphasis and examples covering a range of workplace situations in relation to a specific sector of the health industry

Assessment of sole practitioners must include a range of clinical situations and different client groups covering at minimum, age, culture and gender

Assessment of sole practitioners must consider their unique workplace context, including:

Interaction with others in the broader professional community as part of the sole practitioner's workplace

Scope of practice as detailed in the qualification and component competency units

Holistic/integrated assessment including:

working within the practice framework

performing a health assessment

assessing the client

planning treatment

providing treatment

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.

Practice-specific health terminology may include standard terms and abbreviations relating to:

Practice-specific language and nomenclature

Case taking

Prescriptions

Labelling

Health conditions and disease processes

Health investigations and procedures

Practice equipment and instruments

Departments/sections in a hospital

Other health care specialties

Health insurance

Workcover

Referrals

Written and oral instructions may include:

Notices

Prescriptions

Instructions for post-treatment care

Client notes

Routine reports

Test results

Referrals

OHS signs and instructions

Diary entries

Telephone calls

Oral instructions

Routine tasks may include:

Entering client details into computer system

Filing client notes

Maintaining client information

Receiving and making telephone calls

Word processing

Processing correspondence

Maintaining information to assist clients and practitioner(s)

Ordering stock (e.g. stationery, medical supplies)

Recording information

Preparing reports

Answering client enquiries

Producing a range of documents, as required

Oral communication may include:

Verbal instructions

Confirming appointments

Answering routine telephone enquiries

Communicating with a range of health care professionals on client related matters

Written communication may include:

Memoranda

Letters

Minutes

Forms

Correspondence to a range of health care professionals on client related matters

Client history questionnaires

Client records

Appointment diaries, cards

Telephone messages

Client histories

Case reports

Clinic guidelines may include:

Telephone protocol

Correspondence format

Office practice manual

OHS

Emergency procedures

Security, confidentiality and privacy procedures

Recording information

Cleanliness and hygiene

Accessing and updating files

Information specific to the practice

Comply with local, state and federal legislation

Instructions

Clarification may be sought from:

Dictionary of medical and/or other health

care terminology

Drug and prescription information
sources/databases

Practice specific texts

Clinic guidelines

Relevant handbook

Designated person/s

Unit Sector(s)

HLTDA417A Take a clinical photograph

Modification History

Not Applicable

Unit Descriptor

Descriptor

This unit of competency describes the skills and knowledge required to take a clinical dental photograph under conditions that can be reproduced

All procedures are carried out in accordance with occupational health and safety policies and procedures, current infection control guidelines, Australian and New Zealand Standards, State/Territory legislative requirements and organisation policy

Application of the Unit

Application

This unit applies to dental assisting work

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Pre-requisite units

This unit must be assessed after successful achievement of pre-requisites:

- HLTIN301C Comply with infection control policies and procedures
- HLTIN302B Process reusable instruments and equipment in health work

Employability Skills Information

Employability Skills

This unit contains Employability Skills

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

ELEMENT

PERFORMANCE CRITERIA

1. Interpret the request for photography

- 1.1 Make accessible in the clean zone of the surgery the client's necessary *charts and records*
- 1.2 Provide full details of the procedure to the client and/or carer
- 1.3 Obtain and document consent following ethical and legal requirements
- 1.4 Prepare *accessories for intraoral photography*
- 1.5 Prepare *personal protective equipment* for the client and members of the dental team

2. Prepare to take the photograph

- 2.1 Compose the image so that the most important aspects are in the centre of the photograph
- 2.2 *Orientate the image* so that subsequent photos are reproducible
- 2.3 Ensure there is no calculus or plaque deposits on the teeth before the image is taken
- 2.4 Locate the image source to be photographed appropriately in the depth of field so that the photograph is in complete focus
- 2.5 Check the viewfinder to ensure there are no *obstructions to the image*

ELEMENT	PERFORMANCE CRITERIA
3. Take basic intraoral views in a standardised approach	3.1 <i>Position the client</i> so that conditions for photography are reproducible 3.2 Stand in a stable position for <i>standard intraoral views</i> which is reproducible for all photographs 3.3 Select the magnification ratio according to the desired frame and focus 3.4 Frame the image and ensure positioning of retractors and mirrors is correct 3.5 Use appropriate lighting so that the image is not overexposed
4. Take a portrait and profile photograph	4.1 Explain the purpose of the photograph to the client 4.2 Choose the <i>background</i> colour and texture so that a full assessment of the profile can be made 4.3 Follow guidelines to position the camera and the client to ensure reproducible results 4.4 Use a vertical format to completely fill the frame 4.5 Take <i>standard dental portrait views</i> that ensure images can be reproduced

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes knowledge of:

- Applied oral anatomy:
 - dentition - arrangement of the teeth, naming and coding of teeth

REQUIRED SKILLS AND KNOWLEDGE

- structures of the oral cavity - hard and soft palate, lateral and posterior borders of the oral cavity, tongue and floor of the mouth
- teeth - form and function
- Basic knowledge of camera systems appropriate for dental photography:
 - conventional systems
 - digital systems
- Basic knowledge of photographic equipment:
 - camera body
 - film
 - flashlight
 - lenses
- Client management techniques
- Current infection control guidelines
- Fundamentals of photography, including:
 - ability to reproduce photographic conditions
 - appropriate reproduction ratio
 - reduction of image contents either through an appropriate scale or through selective focusing
- Knowledge of why medical and dental emergencies occur and the appropriate response.
- Legal and ethical issues relating to: informed consent, duty of care, confidentiality, disability awareness
- Principles and practices which underpin interpersonal communication
- Principles of quality assurance and work effectiveness
- Relevant occupational health and safety policies and procedures
- The rationale and objectives for the taking of clinical photographs under conditions that can be reproduced:
 - communication of information to the client and between dentists, doctors and laboratories
 - documentation of the processes and stages of treatment
 - documentation of the state and changes to the state of the teeth, mucous membranes of the mouth
 - illustration for teaching and research
 - quality control of treatment outcomes

Essential skills:

It is critical that the candidate demonstrate the ability to

- Consistently prepare client, camera and accessories for intraoral photography
- Consistently take intraoral photographs following the same standardized procedure

REQUIRED SKILLS AND KNOWLEDGE

- Consistently reproduce photographic conditions to make a series of images
- Consistently take standard dental portrait views to ensure reproducible images
- Consistently comply with occupational health and safety procedures
- Consistently implement standard precautions
- Consistently follow procedures to ensure client safety during all dental photography

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

This includes the ability to:

- Consistently apply standard precautions during clinical dental photography
- Consistently select and prepare equipment and materials required for the photographic procedure
- Consistently produce a good dental radiograph which has:
 - adequate reproduction ratio
 - correct colour performance
 - correct exposure
 - even illumination both for extraoral and intraoral photographs
 - sufficient depth of field
 - sufficient working distance
- Consistently take an appropriate clinical dental photograph for:
 - interim treatment records
 - post treatment records
 - pre-treatment records
- Consistently demonstrate interpersonal skills when relating to people from a range of social, cultural and religious backgrounds and physical and mental abilities
- Consistently demonstrate communication skills as required in fulfilling the job role as specified by the dental practice/organisation including:
 - acknowledging and responding to a range of views
 - active listening
 - asking for clarification from client and/or carer
 - asking questions
 - negotiation
- Consistently deal with conflict

continued ...

Essential skills (contd):

- Consistently deal with conflict
- Consistently work with others and display empathy with client and relatives

REQUIRED SKILLS AND KNOWLEDGE

- Consistently use problem solving skills required including:
 - planning and organising personal work activities
 - using available resources
- Consistently maintain equipment, instruments and 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 this competency unit:

- The individual being assessed must provide evidence of specified essential knowledge as well as skills
- Observation of workplace performance is desirable for assessment of this unit
- Consistency of performance should be demonstrated over the required range of workplace situations

Context of and specific resources for assessment:

- Where, for reasons of safety, access to equipment and resources and space, assessment takes place away from the workplace, simulations should be used to represent workplace conditions as closely as possible

Method of assessment

- Evidence of essential knowledge and understanding may be provided by:
 - traditional or online (computer-based) assessment
 - questions during workplace assessment
 - written assignments/projects
- Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice
- Staff and/or client feedback
- Supporting statement of supervisor
- Authenticated evidence of relevant work experience and/or formal/informal learning
- Role play/simulation

EVIDENCE GUIDE

- 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.

- Charts and records may include:*
- Completed medical questionnaires
 - Consent documents obtained for treatment
 - Copies of correspondence relating to the client
 - Dental charts and dental treatment records
 - Diagnostic models
 - Notes made by staff following telephone conversations
 - Photographs
 - Radiographs, tracings and measurements
 - Records of financial transactions

RANGE STATEMENT

	• Reports to and from referring dentists and specialists
<i>Accessories for intraoral photography may include:</i>	• Conventional camera • Dental photo mirrors - palatal and buccal • metal mirrors • metal-film plated glass mirrors • Gauze squares • Lip and cheek retractors • Millimeter ruler • Triplex syringe
<i>Personal protective equipment may include</i>	• Examination gloves that comply with AS/NZS 4011 and surgical gloves that comply with AS/NZS 4179 • Footwear to protect from dropped sharps and other contaminated items • Glasses, goggles or face-shields • Gowns and waterproof aprons that comply with AS 3789.2 and AS 3789.3 • Guidelines for latex allergic clients and staff • Surgical face masks that comply with AS 4381
<i>Orientation of the image may include:</i>	• Ensuring occlusal plane is parallel to the horizontal frame of the photograph • Ensuring the optical axis runs through the occlusal plane • Using a mirror to ensure lateral views are photographed perpendicular to lateral teeth • Using a mirror to ensure occlusal views are as near perpendicular to the camera as possible
<i>Obstructions to the image may include:</i>	• Fogged mirrors • Incorrectly positioned mirrors • Lip and cheek retractors
<i>Positioning the client may include:</i>	• Adjusting the height of the chair so that the client's head is lower than the photographer's head • Asking the client to turn or tilt their head • Seating the client so that they are leaning back

RANGE STATEMENT

slightly in the chair

Standard intraoral views may include but are not limited to:

- Frontal view (anterior-posterior)
 - overview of the entire dentition
 - frontal view of the anterior teeth
- Lateral views
- Oblique lateral view
- Occlusal mandibular view
- Occlusal maxillary view

Background requirements may include:

- A background without structure
- A background which is non-reflective

Standard dental portrait views may include:

- Frontal view (norma frontalis)
- Lateral view (norma lateralis)
- Three-quarters profile
- Views for aesthetic purposes such as three-quarters profile smiling

Unit Sector(s)

Not Applicable

HLTHIR403B Work effectively with culturally diverse clients and co-workers

Modification History

Unit Descriptor

This unit deals with the cultural awareness required for effective communication and cooperation with persons of diverse cultures

Application of the Unit

Work will be within a prescribed range of functions involving known routines and procedures with some accountability for the quality of outcomes

The workplace context may be:

Specific community

Community or regional service

Department of a large institution or organisation

Specialised service or organisation

Application of this unit should be contextualised to reflect any requirements, issues and practices specific to each workplace

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
1 Reflect cultural awareness in work practice	1.1 Demonstrate awareness of culture as a factor in all human behaviour by using culturally appropriate work practices 1.2 Use work practices that create a culturally and psychologically safe environment for all persons 1.3 Review and modify work practices in consultation with persons from diverse cultural backgrounds
2 Accept cultural diversity as a basis for effective work place and professional relationships	2.1 Show respect for cultural diversity in all communication and interactions with co-workers, colleagues and clients 2.2 Use specific strategies to eliminate bias and discrimination in the workplace 2.3 Contribute to the development of work place and professional relationships based on acceptance of cultural diversity
3 Communicate effectively with culturally diverse persons	3.1 Show respect for cultural diversity in all communication with clients, families, staff and others 3.2 Use communication constructively to develop and maintain effective relationships, mutual trust and confidence 3.3 Where language barriers exist, make efforts to communicate in the most effective way possible 3.4 Seek assistance from interpreters or other persons as required
4 Resolve cross-cultural misunderstandings	4.1 Identify issues that may cause conflict 4.2 If difficulties or misunderstandings occur, consider the impact of cultural differences 4.3 Make an effort to sensitively resolve differences, taking account of cultural considerations 4.4 Address any difficulties with appropriate people

and seek assistance when required

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Recognition of cultural diversity in Australian society with many individuals living in many cultures

Recognition of cultural influences and changing cultural practices in Australia and its impact on diverse communities that make up Australian society

Knowledge of own cultural conceptions and pre-conceptions and perspective of diverse cultures

Recognition of impact of cultural practices and experiences on personal behaviour, interpersonal relationships, perception and social expectations of others

Recognition of culture as a dynamic social phenomenon

Recognition of culture as a range of social practices and beliefs evolving over time

Recognition that the word 'normal' is a value-laden, excluding concept that often precludes acknowledgment of the diversity of people, their life experiences and situations

Recognition of the unique way individuals may experience a culture and respond to past experiences

Knowledge of the principles of equal employment opportunity, sex, race, disability, anti-discrimination and similar legislation and the implications for work and social practices

Knowledge of availability of resources and assistance within and external to the organisation in relation to cultural diversity issues

Knowledge of the role and use of language and cultural interpreters

Essential skills:

Ability to:

Apply culturally respectful practices in the workplace and to demonstrate respect and inclusiveness of culturally diverse people in all work practices

Sensitively and respectfully communicate with persons of diverse backgrounds and cultures

Respond respectfully and sensitively to cultural beliefs and practices that may cause harm

Form effective workplace relationships with co-workers and colleagues of diverse backgrounds and culture

Participate in identifying and implementing culturally safe work practices

Use effective strategies to address and eliminate discrimination and bias in the workplace

Use basic conflict resolution and negotiation skills

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 this competency unit:

This unit is most appropriately assessed in the workplace or a simulated workplace environment under the normal range of work conditions

Assessment should be conducted on more than one occasion to cover a variety of circumstances to establish consistency

Holistic assessment of this competency unit is encouraged, to ensure application of these skills in conjunction with specific work functions. However, the unit may be delivered and assessed independently

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.

Work practices may relate to:

Dealing with persons of diverse gender, sexuality and age
Compliance with duty of care policies of the organisation
Collection and provision of information
Communication
Provision of assistance
Contact with families and carers
Physical contact
Care of deceased persons
Handling personal belongings
Provision of food services

Work practices that are culturally appropriate would be non-discriminatory and free of bias, stereotyping, racism and prejudice.

Cultural diversity may include:

Ethnicity

Race
Language
Cultural norms and values
Religion
Beliefs and customs
Kinship and family structure and relationships
Personal history and experience, which may have been traumatic
Gender and gender relationships
Age
Disability
Sexuality
Special needs

Communication may be:

Verbal
Appropriate gestures and facial and physical expressions
Posture
Written
Signage
Through an interpreter or other person

Strategies to eliminate bias and discrimination may include:

Cross cultural work teams
Cross cultural employee representation on committees
Workplace free of culturally insensitive literature, posters, signage
Inclusion in decision-making

Unit Sector(s)

HLTOPD401A Work effectively in the ophthalmic industry

Modification History

Unit Descriptor

This unit of competency describes the skills and knowledge required by workers in the Ophthalmic Industry to perform work that reflects an understanding of the structure and profile of the industry, the roles and relationships within and across the industry and key issues facing the industry

Application of the Unit

The application of knowledge and skills described in this competency unit may relate to functions necessary for working within the ophthalmic industry

Work at this level may be undertaken independently or under guidance and/or supervision

Licensing/Regulatory Information

Pre-Requisites

In some states/territories participants must have a licence to practise prior to placement in the workplace

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
1 Demonstrate an understanding of the structure and profile of the optical industry	1.1 Describe the organisation of the optical industry 1.2 Explain the relationships between the different occupations and modes of practice within the optical industry 1.3 Describe and illustrate the operation of a typical laboratory or dispensary 1.4 Identify current legislation that impacts on the optical industry
2 Develop a knowledge of the structure of the eye	2.1 Use accepted terminology to describe the normal structure, function and location of the eye 2.2 Describe the main defects of vision which can occur in the human eye 2.3 List and describe the major components of the eye
3 Use accepted terminology to identify and describe the various types of ophthalmic lenses and spectacle frames available within the industry	3.1 Identify the different categories of ophthalmic lenses and spectacle frames 3.2 Describe the main characteristics of each of the general types of ophthalmic lenses and spectacle frames 3.3 Demonstrate the appropriate use of ophthalmic terminology
4 Recognise variations from normal functioning	4.1 Describe common problems associated with the eye and its components using terms and concepts relevant to the ophthalmic industry 4.2 Describe methods of correcting defects of vision 4.3 Outline potential sources of infection relevant to the workplace and services provided
5 Document client information	5.1 Use accepted protocols to document information in line with organisation requirements 5.2 Use appropriate terminology to document identified problems related to application of health care services 5.3 Document variations to the normal visual functions

in line with accepted standards and notation

6	Work within organisation policies and procedures	6.1	Access and follow organisation guidelines, policies and procedures
		6.2	Follow organisation administrative practices and procedures
		6.3	Access and follow legal and regulatory guidelines
		6.4	Document relevant information/records

Required Skills and Knowledge

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

Knowledge of basic anatomy and physiology specifically relating to the eye

Knowledge of procedures involved in referral

Knowledge of the roles of different eye care professionals within the ophthalmic industry

Knowledge of the relationships between the various occupations within the ophthalmic industry

Knowledge of the different modes of practice including retail practices, small and large practices, labs and wholesalers

Knowledge of terminology used within the Ophthalmic industry

Knowledge of terminology used in relation to the anatomy and physiology of the eye

Essential skills:

Ability to:

Locate and use organisation policies, procedures and guidelines

Collect, analyse and organise ideas and information

Communicate ideas and information

Identify and find solutions to problems

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 this competency unit:

The assessee must provide evidence of specified essential knowledge as well as skills

Observation of actual or simulated workplace performance is essential for assessment of this unit

Consistency of performance should be demonstrated over the required range of situations relevant to the workplace

Where, for reasons of safety, space, or access to equipment and resources, assessment takes place away from the workplace, the assessment environment should represent workplace conditions as closely as possible

In some States/Territories participants must have a licence to practice prior to placement in the workplace

Context of and specific resources for assessment:

Resources essential for assessment include:
access to a retail optical practice

Method of assessment

Observation in the workplace (if possible)

Written assignments/projects or questioning should be used to assess knowledge

Case study and scenario as a basis for discussion of issues and strategies to contribute to best practice

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.

Relationships between the different occupations within the optical industry may include:

Roles of different eye care professions, their interrelationship and the legal standing of each

Modes of practice may include:

Optical dispensing practice

Medical practice/clinic

Retail practices

Small and large practices

Labs and wholesalers

Manufacturers

Dispensaries

Chain stores

Optometric practice

Key issues facing the optical industry may include but is not limited to:

Advances in ophthalmic surgery

Surgery's impact on the optical environment

Changes in the retail optical environment

Ageing population

Current legislation and regulatory requirements may include:

Relevant commonwealth, state or territory acts and regulations specific to the optical industry

Other relevant Acts and regulations including:

OHS

privacy

discrimination

Industrial Relations

Organisation may refer to:

Optical dispensing practice

Medical practice/clinic

Retail practices

Small and large practices

Labs and wholesalers

Manufacturers

Dispensaries

Chain stores

Optometric practice

Unit Sector(s)

ICAS5199A Manage business websites and servers

Modification History

Not applicable.

Unit Descriptor

Field

Support

This unit defines the competency required to maintain and manage business websites and the associated servers.

Prerequisite unit

The following unit is a prerequisite for this competency:

ICAS4191A - Maintain website performance

The following units are linked and form an appropriate cluster:

ICAA6157A - Develop technical requirements for a business solution

Field

Support

This unit defines the competency required to maintain and manage business websites and the associated servers.

Prerequisite unit

The following unit is a prerequisite for this competency:

ICAS4191A - Maintain website performance

The following units are linked and form an appropriate cluster:

ICAA6157A - Develop technical requirements for a business solution

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

Element	Performance Criteria
1 Maintain business website and contents	1.1 Establish personnel policies 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 policies 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 website	2.1 Establish a security response procedure to control information placed on the business website by 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

Knowledge and skills

Knowledge includes:

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

Skills include:

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

Maintaining VPN gateways

Request for proposals (RFPs)

Intrusion detection software

Integrity checking software

Knowledge and skills

Knowledge includes:

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

Skills include:

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

Maintaining VPN gateways

Request for proposals (RFPs)

Intrusion detection software

Integrity checking software

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 evidence

Assessment must confirm the ability to maintain a consistent and constantly performing website that meets the stated business strategies and directions.

Assessment guidance

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.

In the case of this unit, it could be assessed in a holistic manner with:

ICAA6157A - Develop technical requirements for a business solution

Resources

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.

Role context

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.

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.

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.

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 evidence

Assessment must confirm the ability to maintain a consistent and constantly performing website that meets the stated business strategies and directions.

Assessment guidance

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 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.

In the case of this unit, it could be assessed in a holistic manner with:

ICAA6157A - Develop technical requirements for a business solution

Resources

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.

Role context

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.

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.

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.

Range Statement

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. 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 as follows.

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, 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 and 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) and other peripheral devices.

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. 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 as follows.

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Lotus Domino

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Sun Microsystems Java web server

email servers

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FTP servers

proxy servers.

Database

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Server analysis tools

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Client

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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) and other peripheral devices.

Unit Sector(s)

Not applicable.

ICAS5203A Evaluate and select a web hosting service

Modification History

Not applicable.

Unit Descriptor

Field

Support

This unit defines the competency required to evaluate and select an appropriate hosting service for current and future business needs.

The following units are linked and form an appropriate cluster:

ICAA5056A - Prepare disaster recovery and contingency plans

Field

Support

This unit defines the competency required to evaluate and select an appropriate hosting service for current and future business needs.

The following units are linked and form an appropriate cluster:

ICAA5056A - Prepare disaster recovery and contingency plans

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

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
2 Ensure guarantee of permanent on line 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	3.1 Take action to ensure that operating system supports the preferred business development

technical requirements	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

Knowledge and skills

Knowledge includes:

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

Skills include:

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

Knowledge and skills

Knowledge includes:

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

Skills include:

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

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 evidence

Assessment must confirm the ability to evaluate and select a web hosting service that meets the current and future needs of the business.

Assessment guidance

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 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.

In the case of this unit, it could be assessed in a holistic manner with:

ICAA5056A - Prepare disaster recovery and contingency plans

Resources

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.

Role context

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.

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.

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.

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.

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 evidence

Assessment must confirm the ability to evaluate and select a web hosting service that meets the current and future needs of the business.

Assessment guidance

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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ICAA5056A - Prepare disaster recovery and contingency plans

Resources

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.

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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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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.

Range Statement

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. 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 as follows.

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, CGI access, scripts, POP accounts, dedicated servers, e-business hosting and co-location of servers.

Databases

May include Oracle, PostegreSQL, Microsoft SQL Server, My SQL and SQL.

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. 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 as follows.

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Security technologies

May include secure socket layer (SSL), PKI, payment gateways.

Hosting plans

May include disk storage, CGI access, scripts, POP accounts, dedicated servers, e-business hosting and co-location of servers.

Databases

May include Oracle, PostgreSQL, Microsoft SQL Server, My SQL and SQL.

Unit Sector(s)

Not applicable.

ICAT4221A Locate equipment, system and software faults

Modification History

Not applicable.

Unit Descriptor

Field

Test

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:

ICAS4109A - Evaluate system status

ICAT4242A - Perform unit test for a class

Field

Test

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:

ICAS4109A - Evaluate system status

ICAT4242A - Perform unit test for a class

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

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
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

Knowledge and skills

Knowledge includes:

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 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

Skills include:

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

Knowledge and skills

Knowledge includes:

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 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

Skills include:

Problem solving skills for a defined range of unpredictable problems involving participation in the development of strategic initiatives

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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

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 evidence

Assessment must confirm the ability to choose the best fault finding method for a situation/scenario, and apply it in a structured, methodical manner.

Assessment guidance

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.

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 firewalled environment.

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.

In the case of this unit, it could be assessed in a holistic manner with:

ICAS4109A - Evaluate system status

ICAT4242A - Perform unit test for a class

Resources

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.

Role context

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 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.

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.

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.

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 evidence

Assessment must confirm the ability to choose the best fault finding method for a situation/scenario, and apply it in a structured, methodical manner.

Assessment guidance

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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ICAS4109A - Evaluate system status

ICAT4242A - Perform unit test for a class

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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.

Range Statement

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. 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 as follows.

System

May include but is not limited to the 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, or people in the organisation

Solution

May include but is not limited to new hardware, hardware upgrades, new software, software upgrades, user training, business processes or implementing a new system

The Range Statement contextualises the unit of competency and provides a focus for assessment. The information provided is intended to define the scope of assessment and to assist assessors define the performance to be achieved by an individual in the workplace. 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 as follows.

System

May include but is not limited to the 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

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Problem

May be in reference to problems with the business, system, application, network, or people in the organisation

Solution

May include but is not limited to new hardware, hardware upgrades, new software, software upgrades, user training, business processes or implementing a new system

Unit Sector(s)

Not applicable.

ICPMM321A Capture a digital image

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to use digital camera technology for the production of colour separated images.

Competency Field

Multimedia

Application of the competency

This unit requires the individual to use digital camera technology for the production of colour separated images.

This unit describes the skills and knowledge required to use digital camera technology for the production of colour separated images.

Competency Field

Multimedia

Application of the competency

This unit requires the individual to use digital camera technology for the production of colour separated images.

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

Element	Performance Criteria
1 Assess digital camera qualities	1.1 Camera software compatibility with hardware system is assessed and the appropriate software is selected for the job 1.2 Pixel resolution of the camera is matched to the required quality and resolution of outcome 1.3 The RAM capacity of the camera is checked to be appropriate to the number of images required to be captured 1.4 Shutter speed, focal lengths and camera feature modes (eg flash, scrollage, icon menu, close-up, wide angle and telephoto capacity) are assessed suitable for the quality and use of photographic images required 1.5 Lithium batteries are handled and stored according to OHS requirements
2 Set up for image capture	2.1 Camera is set up for image composition according to job specifications 2.2 Lighting is arranged according to job specifications 2.3 Light intensity is set for the correct exposure
3 Preview image	3.1 Tone curves are adjusted according to job specifications 3.2 The neutral balance of the image is arranged and adjusted 3.3 Adjustments to image composition and exposure are made
4 Photograph and upload a digital image	4.1 The digital camera is loaded and operated according to manufacturer's specifications appropriate to the quality of image to be

photographed

- 4.2 The computer card interface/disk is uploaded onto the relevant computer and the image saved on hard disk
- 4.3 Photographic image files are created and stored on the computer according to software procedures
- 4.4 Photographic images are enhanced, cropped and altered electronically to deliver the required image
- 4.5 Photographic images are checked for fitness of purpose and conformance to the job brief
- 4.6 Photographic images are assessed fit for the relevant delivery mode (eg print, CD-ROM) and delivered appropriately

Required Skills and Knowledge

Skills and knowledge

Using a digital camera

What is meant by pixel resolution and how does this affect the resolution of the image?

Why is the RAM capacity of a digital camera relevant?

Why are shutter speed and focal lengths important to check when capturing a digital image?

What are the safety requirements for handling and storing lithium batteries?

Uploading and processing digital images using a computer

How is the data uploaded to a computer from the computer card interface/disk?

What is the process for filing and creating photographic image files on the computer?

What is required to enhance, crop and alter photographic images electronically?

What considerations need to be made to assess a digital photograph suitable for a newspaper, glossy brochure and CD-ROM?

Information sources

What manuals, safety and other documentation are relevant to this task and where are they kept?

What information is included in these documents?

What other sources of information are available?

Skills and knowledge

Using a digital camera

What is meant by pixel resolution and how does this affect the resolution of the image?

Why is the RAM capacity of a digital camera relevant?

Why are shutter speed and focal lengths important to check when capturing a digital image?

What are the safety requirements for handling and storing lithium batteries?

Uploading and processing digital images using a computer

How is the data uploaded to a computer from the computer card interface/disk?

What is the process for filing and creating photographic image files on the computer?

What is required to enhance, crop and alter photographic images electronically?

What considerations need to be made to assess a digital photograph suitable for a newspaper, glossy brochure and CD-ROM?

Information sources

What manuals, safety and other documentation are relevant to this task and where are they kept?

What information is included in these documents?

What other sources of information are available?

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competency. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The photographed image meets the quality and look/feel requirements of the brief. The digital camera functions are used to capture the required image.

The underlying skills of capturing a digital image using a digital camera should be transferable across the associated sectors of the printing industry.

Demonstrate an ability to find and use information relevant to the task from a variety of information sources.

Context of assessment

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.

Relationship to other units

There is no pre-requisite for this unit.

Evidence required for demonstration of consistent performance

Assess the capacity of, and operate, a digital camera to upload and process THREE digital images using industry hardware and software to deliver a designated quality of image outcome.

Evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.

Specific resource requirements

Digital cameras, lighting.

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competency. It provides essential advice for assessment of the unit of competency and must be read in conjunction with the Performance Criteria, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects of evidence required to demonstrate competency in this unit

The photographed image meets the quality and look/feel requirements of the brief. The digital camera functions are used to capture the required image.

The underlying skills of capturing a digital image using a digital camera should be transferable across the associated sectors of the printing industry.

Demonstrate an ability to find and use information relevant to the task from a variety of information sources.

Context of assessment

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.

Relationship to other units

There is no pre-requisite for this unit.

Evidence required for demonstration of consistent performance

Assess the capacity of, and operate, a digital camera to upload and process THREE digital images using industry hardware and software to deliver a designated quality of image outcome.

Evidence for assessment may be gathered from assessment of the unit of competency alone or through an integrated assessment activity.

Specific resource requirements

Digital cameras, lighting.

Range Statement

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may 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.

Degree of autonomy

A digital photographic image is processed in the workplace in consultation with the supervisor to ensure that correct skills and procedures are used.

Types of systems

Digital cameras used in the pre-press sector and associated sectors with which a pre-press organisation may be required to work.

Lighting

Direct (main) fill in lighting/fill reflector.

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may 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.

Degree of autonomy

A digital photographic image is processed in the workplace in consultation with the supervisor to ensure that correct skills and procedures are used.

Types of systems

Digital cameras used in the pre-press sector and associated sectors with which a pre-press organisation may be required to work.

Lighting

Direct (main) fill in lighting/fill reflector.

Unit Sector(s)

Not applicable.

LMFDN4001A Produce drawings from design concepts

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to produce manual and computer-aided drawings of objects from design concepts.

This unit covers the competency to produce manual and computer-aided drawings of objects from design concepts

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

Element

Performance Criteria

1 Prepare for the task

1.1 Workplace health and safety requirements, including personal protection needs, are observed throughout the work.

	1.2 Purpose and operational characteristics of object to be drawn are identified.
	1.3 Production materials and method are identified.
2 Establish design requirements and limitations	2.1 Type of drawing to be completed is identified.
	2.2 Design concept requirements are established and documented identifying dimensions, angles, shapes and finished size.
	2.3 Ergonomic requirements for the objects are identified, clarified and addressed throughout the work processes.
	2.4 Drawing conventions and specifications to be noted on the drawing are identified.
	2.5 Appropriate medium for drawings is identified and selected.
3 Quantify and draft initial drawing	3.1 Dimensions are plotted from prototype sketch and documented specifications.
	3.2 Dimensional points are connected to match appropriate drawing view.
	3.3 Any production notes or special requirements are noted.
	3.4 Drawing conventions and specifications are noted on the documentation.
4 Complete drawing	4.1 Angles, shapes and dimensions are checked against specifications and concept prototype drawing.
	4.2 Adjustments are made to the drawing within scope of authority.
	4.3 Drawing is checked for compliance with workplace documentation requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Identify requirements of task and organise work to achieve goals and results

Interpret specifications and measurements in two and three-dimensional form.

Satisfy ergonomic criteria during the drawing process.

Present relevant information within the production drawing using both manual and computer-aided processes and techniques.

Suggest improvements to drawing activities and where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Underpinning knowledge

Manual and computer-aided drawing processes and techniques.

Ergonomic principles for furniture design and manufacture.

Presentation standards.

Enterprise or equivalent operating procedures, including procedures for preparing drawings and presenting information.

Relevant regulatory requirements, recognised standards and codes, and industry practices.

Underpinning skills

Information. Research, collect, organise and understand information related to the design concept, including the relevant technical, regulatory, cultural, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the conceptual requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate and scaled drawings, and estimate material requirements.

Solve problems. Create and apply systematic problem solving techniques to anticipate drawing problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to the drawing, including drafting tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Design concept, specifications, dimensions and drawing equipment.

Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Identify requirements of task and organise work to achieve goals and results

Interpret specifications and measurements in two and three-dimensional form.

Satisfy ergonomic criteria during the drawing process.

Present relevant information within the production drawing using both manual and computer-aided processes and techniques.

Suggest improvements to drawing activities and where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Underpinning knowledge

Manual and computer-aided drawing processes and techniques.

Ergonomic principles for furniture design and manufacture.

Presentation standards.

Enterprise or equivalent operating procedures, including procedures for preparing drawings and presenting information.

Relevant regulatory requirements, recognised standards and codes, and industry practices.

Underpinning skills

Information. Research, collect, organise and understand information related to the design concept, including the relevant technical, regulatory, cultural, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the conceptual requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate and scaled drawings, and estimate material requirements.

Solve problems. Create and apply systematic problem solving techniques to anticipate drawing problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to the drawing, including drafting tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Design concept, specifications, dimensions and drawing equipment.

Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Unit scope

The drawings to be produced are intended for use in a furnishing industry production or manufacturing environment.

Drawings are to be produced using both manual and computer-aided processes.

Drawings are to be both two and three-dimensional.

Unit context

OH&S requirements include:

legislation

building codes

material safety management systems

hazardous substances and dangerous goods codes, and

safe operating procedures.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving skills in the completion of drawings.

Workplace environment

The work may be conducted in any of the enterprises of the sectors that form part of the furnishing industry.

Work is generally performed with little external assistance and with minimal supervision or direction.

Drawing is to be undertaken in accordance with established industry and/or enterprise practices and procedures.

Customers may be internal or external.

Tools and equipment

Tools and equipment are to include:

drafting table

drawing aids

computing equipment and work station, and

special lighting conditions.

Materials

Materials are to include drawing and computing consumables.

Personal protective equipment

Personal protective equipment is to include that prescribed under legislation, regulation and enterprise policies and practices.

Information and procedures

Work procedures/instructions.

Designer's concept and specifications/instructions.

Legislation/regulations/codes relevant to the work undertaken.

Furniture design principles and criteria, including ergonomic requirements.

Quality and Australian standards and procedures.

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Unit scope

The drawings to be produced are intended for use in a furnishing industry production or manufacturing environment.

Drawings are to be produced using both manual and computer-aided processes.

Drawings are to be both two and three-dimensional.

Unit context

OH&S requirements include:

legislation

building codes

material safety management systems

hazardous substances and dangerous goods codes, and

safe operating procedures.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving skills in the completion of drawings.

Workplace environment

The work may be conducted in any of the enterprises of the sectors that form part of the furnishing industry.

Work is generally performed with little external assistance and with minimal supervision or direction.

Drawing is to be undertaken in accordance with established industry and/or enterprise practices and procedures.

Customers may be internal or external.

Tools and equipment

Tools and equipment are to include:

drafting table
drawing aids
computing equipment and work station, and
special lighting conditions.

Materials

Materials are to include drawing and computing consumables.

Personal protective equipment

Personal protective equipment is to include that prescribed under legislation, regulation and enterprise policies and practices.

Information and procedures

Work procedures/instructions.

Designer's concept and specifications/instructions.

Legislation/regulations/codes relevant to the work undertaken.

Furniture design principles and criteria, including ergonomic requirements.

Quality and Australian standards and procedures.

Unit Sector(s)

Not applicable.

LMFDN4002A Produce line and component production drawings

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to use computing and software capabilities to produce line and component production drawings.

This unit covers the competency to use computing and software capabilities to produce line and component production drawings

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

Element

Performance Criteria

1 Produce line drawings	1.1 Drawing preparations, including essential information on product range, dimensions, customer requirements and enterprise information

- management systems are obtained/completed.
- 1.2 Presentation style and method and appropriate software capabilities are selected and applied.
- 1.3 Drawings accurately reflect the product specification.
- 1.4 Drawings cover the required product range.
- 1.5 Drawings are clear and comply with customer presentation requirements.
- 2 Prepare component production drawings
 - 2.1 Drawing preparations, including the essential information on component specifications, dimensions and drawing and labelling management are obtained/completed.
 - 2.2 Drawing conventions and specifications to be noted on the drawing are identified.
 - 2.3 Dimensions are plotted and connected to match appropriate drawing view/perspective.
 - 2.4 Production notes, special requirements and drawing information is noted as required.
 - 2.5 Drawing is checked for accuracy, clarity and compliance with enterprise documentation requirements.
 - 2.6 Drawing is labelled and stored or processed in accordance with enterprise requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Identify requirements of task and organise work to achieve goals and results.

Interpret specifications and measurements in two and three-dimensional form.

Satisfy ergonomic criteria during the drawing process.

Present relevant information within the production drawing using computer-aided processes and techniques.

Label and store drawing outcomes.

Suggest improvements to drawing activities and where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Underpinning knowledge

Computer-aided drawing processes and techniques.

Drawing presentation standards.

Ergonomic principles for furniture design and manufacture.

Enterprise or equivalent operating procedures, including procedures for preparing drawings and presenting information.

Relevant regulatory requirements, recognised standards and codes, and industry practices.

Underpinning skills

Information. Collect, organise and understand information related to the drawing requirement, including the relevant technical, regulatory, cultural, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the conceptual requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate and scaled drawings, and estimate material requirements.

Solve problems. Create and apply systematic problem solving techniques to anticipate drawing problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to the drawing, including drafting tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Line and production drawing requirements, specifications, dimensions and drawing equipment.

Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Identify requirements of task and organise work to achieve goals and results.

Interpret specifications and measurements in two and three-dimensional form.

Satisfy ergonomic criteria during the drawing process.

Present relevant information within the production drawing using computer-aided processes and techniques.

Label and store drawing outcomes.

Suggest improvements to drawing activities and where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Underpinning knowledge

Computer-aided drawing processes and techniques.

Drawing presentation standards.

Ergonomic principles for furniture design and manufacture.

Enterprise or equivalent operating procedures, including procedures for preparing drawings and presenting information.

Relevant regulatory requirements, recognised standards and codes, and industry practices.

Underpinning skills

Information. Collect, organise and understand information related to the drawing requirement, including the relevant technical, regulatory, cultural, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the conceptual requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate and scaled drawings, and estimate material requirements.

Solve problems. Create and apply systematic problem solving techniques to anticipate drawing problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to the drawing, including drafting tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Line and production drawing requirements, specifications, dimensions and drawing equipment.

Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Unit scope

The drawings to be produced are intended for use in a furnishing industry production, manufacturing or marketing environment.

Drawings are to be produced using computer-aided processes and may be produced manually.

Drawings are to be both two and three-dimensional.

Unit context

OH&S requirements include:

legislation

building codes

material safety management systems

hazardous substances and dangerous goods codes, and

safe operating procedures.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual and analytical ability, judgement and problem solving skills in the completion of drawings.

Workplace environment

The work may be conducted in any of the enterprises of the sectors that form part of the furnishing industry.

Work is generally performed with little external assistance and with minimal supervision or direction.

Drawing is to be undertaken in accordance with established industry and/or enterprise practices and procedures.

Customers may be internal or external.

Tools and equipment

Tools and equipment are to include:

drafting table

drawing aids

computing equipment and work station, and

special lighting conditions.

Materials

Materials are to include drawing and computing consumables.

Personal protective equipment

Personal protective equipment is to include that prescribed under legislation, regulations and enterprise policies and practices.

Information and procedures

Customer and component specifications/instructions.

Work procedures/instructions.

Enterprise information management systems as they relate to drawing management.

Legislation/regulations/codes relevant to the work undertaken.

Quality and Australian standards and procedures.

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Unit scope

The drawings to be produced are intended for use in a furnishing industry production, manufacturing or marketing environment.

Drawings are to be produced using computer-aided processes and may be produced manually.

Drawings are to be both two and three-dimensional.

Unit context

OH&S requirements include:

legislation

building codes

material safety management systems

hazardous substances and dangerous goods codes, and

safe operating procedures.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual and analytical ability, judgement and problem solving skills in the completion of drawings.

Workplace environment

The work may be conducted in any of the enterprises of the sectors that form part of the furnishing industry.

Work is generally performed with little external assistance and with minimal supervision or direction.

Drawing is to be undertaken in accordance with established industry and/or enterprise practices and procedures.

Customers may be internal or external.

Tools and equipment

Tools and equipment are to include:

drafting table

drawing aids
computing equipment and work station, and
special lighting conditions.

Materials

Materials are to include drawing and computing consumables.

Personal protective equipment

Personal protective equipment is to include that prescribed under legislation, regulations and enterprise policies and practices.

Information and procedures

Customer and component specifications/instructions.

Work procedures/instructions.

Enterprise information management systems as they relate to drawing management.

Legislation/regulations/codes relevant to the work undertaken.

Quality and Australian standards and procedures.

Unit Sector(s)

Not applicable.

LMFDN4003A Produce patterns and/or templates

Modification History

Not applicable.

Unit Descriptor

This unit covers the development of patterns and/or templates for production processes.

This unit covers the development of patterns and/or templates for production processes

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

Element	Performance Criteria
1 Prepare for and dimension the task	1.1 Workplace health and safety requirements, including personal protection needs, are observed throughout the work. 1.2 Customer orders are interpreted to establish

- required sizes of finished products.
- 1.3 Size requirements are checked in relation to the production process and finishing capacity of the workplace.
- 2 Plan process
 - 2.1 Material for pattern or template is identified for approximate size and characteristics.
 - 2.2 Required instruments and equipment are identified, located and assembled.
 - 2.3 Drawings and related specifications are interpreted.
 - 2.4 Procedures for using pattern development instruments and tools are checked and equipment is prepared for use.
 - 3 Plot dimensions
 - 3.1 Equipment and tools are used following normal workplace procedures.
 - 3.2 Each dimension is measured, exploded and plotted maintaining appropriate angles, arcs and curves.
 - 3.3 Visual inspection and measurements are used to compare pattern dimensions and shapes with drawings and specifications.
 - 4 Complete pattern or template
 - 4.1 Pattern or template is completed ensuring that the pattern indicates completion date and original drawing details.
 - 4.2 Required workplace approval of pattern or template is obtained.
 - 4.3 Plans are marked with notations for workplace requirements, including authorship, process or customer requirements, authorisation and any review dates.
 - 4.4 Plans are copied and filed as required according to workplace policies and procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Interpret drawings and extrapolate to physical dimensions.

Select appropriate mediums and materials.

Produce a minimum of three patterns or templates making use of:

manufactured board

solid timber

composite material.

Suggest improvements to pattern and template production and where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Underpinning knowledge

Company operating procedures, including procedures for pattern and/or template production.

Types, characteristics uses and limitations of pattern/template materials.

Operation requirements of equipment and work systems in own work area.

Competency requirements of the work activities.

Relevant regulatory requirements, recognised standards and codes, and industry practices.

Underpinning skills

Information. Research, collect, organise and understand information related to pattern and template production, including the relevant technical, regulatory, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate patterns and templates and estimate material requirements.

Solve problems. Create and apply systematic problem solving techniques to anticipate pattern and template production problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to pattern and template production, including production tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Drawings, job specifications, tools and equipment, information on production/fabrication process, production materials and relevant computer equipment and software.

Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines.

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Locate, interpret and apply relevant information.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Interpret drawings and extrapolate to physical dimensions.

Select appropriate mediums and materials.

Produce a minimum of three patterns or templates making use of:

manufactured board

solid timber

composite material.

Suggest improvements to pattern and template production and where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Underpinning knowledge

Company operating procedures, including procedures for pattern and/or template production.

Types, characteristics uses and limitations of pattern/template materials.

Operation requirements of equipment and work systems in own work area.

Competency requirements of the work activities.

Relevant regulatory requirements, recognised standards and codes, and industry practices.

Underpinning skills

Information. Research, collect, organise and understand information related to pattern and template production, including the relevant technical, regulatory, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the requirements, co-ordination of work with site supervisor, other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the preparation and layout of the worksite and the obtaining of equipment, systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements, calculate area and dimensions, create accurate patterns and templates and estimate material requirements.

Solve problems. Create and apply systematic problem solving techniques to anticipate pattern and template production problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to pattern and template production, including production tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Drawings, job specifications, tools and equipment, information on production/fabrication process, production materials and relevant computer equipment and software.

Method of assessment

Assessment methods must confirm consistency of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of tasks and/or samples of work and questioning on underpinning knowledge.

Assessment should be conducted over time and will generally be in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a workplace simulated facility with relevant equipment, simulated work instructions and deadlines.

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Unit scope

This unit covers the work involved in producing patterns and/or templates of products from drawings.

Patterns and/or templates are to be produced by hand, by using appropriate tools and equipment and by computer assisted production.

Unit context

OH&S requirements include:

legislation

building codes

material safety management systems

hazardous substances and dangerous goods codes, and

safe operating procedures.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual ability, discretion, judgement and problem solving skills in the production of patterns or templates.

Workplace environment

The work may be conducted in any of the enterprises of the sectors which form part of the furnishing industry.

Work is generally performed with little external assistance and with minimal supervision or direction.

The development of patterns and/or templates is undertaken in accordance with established enterprise procedures and practices.

Customers may be internal or external.

Tools and equipment

Tools and equipment are to include:

computer numeric controlled machines

static woodworking machines, and

relevant hand tools.

Materials

Materials are to include:

manufactured board
solid timbers, and
composite materials.

Personal protective equipment

Personal protective equipment is to include that prescribed under legislation, regulations and enterprise policies and practices.

Information and procedures

Work organisation procedures and practices relating to the production of patterns and/or templates.

Designer's/drawer's specifications and instructions.

Legislation/regulations/codes relevant to the work undertaken.

Furniture production techniques and criteria, including ergonomic requirements.

Quality and Australian standards and procedures.

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

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Information and procedures

Work organisation procedures and practices relating to the production of patterns and/or templates.

Designer's/drawer's specifications and instructions.

Legislation/regulations/codes relevant to the work undertaken.

Furniture production techniques and criteria, including ergonomic requirements.

Quality and Australian standards and procedures.

Unit Sector(s)

Not applicable.

LMFDN4005A Work within a furniture design team

Modification History

Not applicable.

Unit Descriptor

This unit covers the competency to research, develop and present design and development proposals and document outcomes and proposals within a multi-disciplinary enterprise team environment.

This unit covers the competency to research, develop and present design and development proposals and document outcomes and proposals within a multi-disciplinary enterprise team environment

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

Element

Performance Criteria

1 Interpret design brief

1.1 Design parameters are clarified, in consultation

- with designer, sales team, management and/or client where required.
- 1.2 A strategy plan and/or critical path plan is developed when required.
 - 1.3 Constraints are identified and taken into account when clarifying the brief.
- 2 Research relevant information
 - 2.1 Trends in materials are researched for performance, aesthetics, care/maintenance requirements and suitability to project or design.
 - 2.2 Trends and new technology are researched, where appropriate.
 - 2.3 Client priorities are clarified, including cost, performance, aesthetics and availability.
 - 2.4 Technical requirements associated with production are assessed, within specified guidelines.
 - 2.5 Any additional expertise required for the project is identified.
 - 3 Contribute to design concepts
 - 3.1 Preliminary concepts are worked out in conjunction with others to identify possibilities.
 - 3.2 Design concept is developed through predetermined criteria such as ergonomics, materials, colour, properties and end application.
 - 3.3 Ideas are contributed and discussed with team members.
 - 3.4 Relevant support materials and explanations are developed and refined in conjunction with members of the design team.
 - 4 Contribute to the presentation of design/product
 - 4.1 Roles of self and others for the presentation meeting are determined.
 - 4.2 Presentation of design or product is carried out in a manner which promotes the design's acceptance/approval.
 - 5 Maintain records
 - 5.1 Records are maintained and reports prepared, where necessary, in accordance with enterprise procedures.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

Identify requirements of task and organise work to achieve goals and results.

Apply safety requirements throughout the work sequence, including the use of personal protective clothing and equipment.

Research information and share it with others in the team.

Contribute to the design of products through discussion.

Encourage excellence in performance of team/group members.

Suggest improvements to design activities and, where authorised, negotiate changes.

Modify activities to cater for variations in workplace cultures and environment.

Work effectively with others.

Underpinning knowledge

Company operating procedures, including procedures for developing design concepts

Design core and professional practices

Ergonomic principles for furniture design and manufacture

Operation requirements of equipment and work systems in own work area

Competency requirements of the work activities

OH&S requirements

Underpinning skills

Information. Research, collect, organise and understand information related to the design, including the relevant technical, regulatory, cultural, environmental and safety requirements.

Communication. Communicate ideas and information to enable clarification of the requirements, co-ordination of work with other workers and customers, and the reporting of work outcomes and problems.

Planning. Plan and organise activities, including the obtaining of systems and materials to avoid any back tracking, workflow interruptions or wastage.

Teamwork. Work with others and in a team by recognising dependencies and using co-operative approaches to optimise workflow and productivity.

Mathematical ideas and techniques. Use mathematical ideas and techniques to correctly complete measurements and calculations required to support the design activity.

Solve problems. Create and apply systematic problem solving techniques to anticipate problems, avoid reworking and avoid wastage.

Use of technology. Use the workplace technology related to design, including drafting tools and equipment, calculators and measuring devices and computing/computer-aided systems.

Resource implications

Design development team, design concepts and access to R&D agencies/capabilities.

Method of assessment

Assessment methods must confirm consistency, or the potential for consistency, of performance over time and in a range of workplace relevant contexts.

Assessment should be by direct observation of work, portfolio evidence and questioning on underpinning knowledge.

Assessment may be conducted over time and in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

The Evidence Guide identifies the critical aspects, knowledge and skills to be demonstrated to confirm competency for this unit. This is an integral part of the assessment of competency and should be read in conjunction with the Range Statement.

Critical aspects of evidence

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Company operating procedures, including procedures for developing design concepts

Design core and professional practices

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Assessment should be by direct observation of work, portfolio evidence and questioning on underpinning knowledge.

Assessment may be conducted over time and in conjunction with assessment of other units of competency.

Context of assessment

Assessment may occur on the job or in a simulated workplace facility with relevant equipment, simulated work instructions and deadlines.

Range Statement

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

Unit scope

This unit covers the work involved in contributing to the activities of a design team in developing concepts and for designing products in furniture sector enterprises.

The competencies may involve applications associated with an original design, adaptation of designs or interpretation of sketches and custom made.

Unit context

OH&S requirements include:

legislation

building codes

material safety management systems

hazardous substances and dangerous goods codes, and

safe operating procedures.

Work is carried out in accordance with legislative obligations, environmental legislation, relevant health regulations, authorised handling procedures and organisation insurance requirements.

Work requires individuals to demonstrate conceptual and analytical ability, discretion, judgement and problem solving skills.

Workplace environment

The competencies can refer to enterprise and client initiated ideas or requests.

The competency is applied under general guidance on progress and outcomes.

Size and work organisation within the enterprise will also determine the range of interaction with other areas, for example:

patternmaker

sample hand/machinist

marketing/sales

management

customer.

Information and procedures

Product catalogues, style manuals or equivalent.

Enterprise business plans and products.

Work specifications.

Customer requirements.

Design brief.

Organisation work procedures.

Legislation, regulations and industry codes of practice relevant to the product.

Quality and Australian standards and procedures.

The Range Statement provides advice to interpret the scope and context of this unit of competency, allowing for differences between enterprises and workplaces. It relates to the unit as a whole and facilitates holistic assessment. The following variables may be present for this particular unit.

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Work specifications.

Customer requirements.

Design brief.

Organisation work procedures.

Legislation, regulations and industry codes of practice relevant to the product.

Quality and Australian standards and procedures.

Unit Sector(s)

Not applicable.

MCMC614A Develop a communications strategy to support production

Modification History

Not applicable.

Unit Descriptor

This unit covers the knowledge and skills needed to develop and implement a communications strategy to support production in a **competitive manufacturing** environment.

Competency Field

CMI Interpersonal/change

Application of the competency

In a typical scenario, a person (who may be a manager, technical specialist or other person) is required to analyse a situation to determine the required communication strategies from a wide range of possibilities and then implement that strategy or modify an existing strategy.

This unit covers the knowledge and skills needed to develop and implement a communications strategy to support production in a **competitive manufacturing** environment.

Competency Field

CMI Interpersonal/change

Application of the competency

In a typical scenario, a person (who may be a manager, technical specialist or other person) is required to analyse a situation to determine the required communication strategies from a wide range of possibilities and then implement that strategy or modify an existing strategy.

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

Element	Performance Criteria
1 Determine information needs of employees and manufacturing systems	1.1 Examine competitive manufacturing strategy and determine broad information framework
	1.2 Examine the production process and its requirements and determine the information needs of production employees
	1.3 Examine the maintenance strategy and determine the information needed by maintenance employees
	1.4 Examine the office, logistics, sales, marketing and other areas supporting production and determine the information needs of employees
	1.5 Discuss information used and desired with employees at all relevant levels
	1.6 Examine control systems to determine their data needs
2 Select communication strategy	2.1 Analyse required information flows
	2.2 Determine access requirements by information users
	2.3 Evaluate suitability of communication media for required information flows and access
	2.4 Discuss possible strategy with relevant stakeholders
	2.5 Select an appropriate strategy or strategies
3 Implement strategy	3.1 Develop list of what needs to be done

- 3.2 Determine resources required to implement strategy
 - 3.3 Obtain authority for communication media to be developed
 - 3.4 Monitor development of communication media and take appropriate corrective action as required
 - 3.5 Deploy developed communication media
- 4 Monitor ongoing situation
 - 4.1 Determine relevant indicators for communication strategy
 - 4.2 Monitor indicators
 - 4.3 Re-evaluate communication needs on a regular basis
 - 4.4 Make improvements to the communication strategy as appropriate

Required Skills and Knowledge

What skills and knowledge is needed to achieve the performance criteria?

Skills

negotiating
communication
team work
problem solving

Knowledge

knowledge of communication media
communication needs of the organisation and its individuals

What skills and knowledge is needed to achieve the performance criteria?

Skills

negotiating
communication
team work
problem solving

Knowledge

knowledge of communication media

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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, the Range Statement and the Assessment Guidelines for this Training Package.

Overview of assessment requirements

Assessment should aim to demonstrate that the person being assessed can develop a communication strategy which will meet the information needs of a competitive manufacturing organisation and its employees.

Specific evidence requirements

What critical aspects of evidence is required to demonstrate competency in this unit?

Evidence of developing/improving a communications strategy.

In what context should assessment occur?

Assessment will need to occur in a competitive manufacturing organisation and where the individual is responsible for the communication strategy or by case study.

Are there any other units which could or should be assessed with this unit or which relate directly to this unit?

This unit may be assessed concurrently with appropriate units.

What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

What evidence is required for demonstration of consistent performance?

Evidence should be available from an extended period of time and may be historic if the person has been in this role for some time.

What are the specific resource requirements for this unit?

Access to a workplace implementing competitive manufacturing strategies is required. No other specific resources are required.

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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 in the Performance Criteria is detailed below. 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.

Competitive manufacturing

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

lean manufacturing

agile manufacturing

preventative and predictive maintenance approaches

monitoring and data gathering systems such as Systems control and data acquisition software (SCADA), enterprise resource planning systems (ERP), Manufacturing resource planning (MRP), and proprietary systems such as SAP, etc.

statistical process control systems including six sigma and three sigma

just in time, kanban and other pull related manufacturing control systems

supply, value, and demand chain monitoring and analysis

other continuous improvement systems

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector.

Access requirements

Access requirements include:

occasional access

periodic access

continual access

visual/auditory/tactile access

on line/hard copy access

specific location

many or generalised locations

Communication media

Communication media include:

manuals such as SOPs, OHS and training manuals

aide memoir

verbal

signage
instruction displays
tags, isolations/lockouts
permits to work/clearances
operator reporting
visual factory type displays
painted walkways
tools/keys/buttons with a specific feel

Stakeholders

Includes team members, personnel officers, industrial officers, union delegates, production management, human relations management, financial management, engineering/technical personnel.

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instruction displays

tags, isolations/lockouts

permits to work/clearances

operator reporting

visual factory type displays

painted walkways

tools/keys/buttons with a specific feel

Stakeholders

Includes team members, personnel officers, industrial officers, union delegates, production management, human relations management, financial management, engineering/technical personnel.

Unit Sector(s)

Not applicable.

MCMS600A Develop a competitive manufacturing system

Modification History

Not applicable.

Unit Descriptor

This unit covers the knowledge and skills required to develop a new **competitive manufacturing** system or make improvements to an existing system.

Competency field

MCM Systems

Application of the competency

In a typical scenario, the person (who may be a manager, technical specialist or similar) in a competitive manufacturing organisation, or an organisation wishing to embark on the competitive manufacturing path, needs to be able to analyse the needs of the organisation and lead them through a change process and down the competitive manufacturing path.

This would typically be done in a team, or at least in close liaison with all relevant stakeholders.

This unit covers the knowledge and skills required to develop a new **competitive manufacturing** system or make improvements to an existing system.

Competency field

MCM Systems

Application of the competency

In a typical scenario, the person (who may be a manager, technical specialist or similar) in a competitive manufacturing organisation, or an organisation wishing to embark on the competitive manufacturing path, needs to be able to analyse the needs of the organisation and lead them through a change process and down the competitive manufacturing path.

This would typically be done in a team, or at least in close liaison with all relevant stakeholders.

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

Element	Performance Criteria
1 Determine appropriate analytical techniques	1.1 Liaise with key stakeholders to determine objectives of manufacturing strategy
	1.2 Examine current manufacturing situation to determine major areas requiring improvement
	1.3 Compare possible strategies, techniques and tools against organisation needs
	1.4 Select possible strategies, techniques and tools
	1.5 Consult with key stakeholders to confirm selected strategies, techniques and tools
2 Develop competitive manufacturing strategies	2.1 Estimate benefit/cost ratio for major stakeholders and the value chain overall
	2.2 Select preferred manufacturing strategy
	2.3 Examine and adapt strategy to organisation needs and priorities
	2.4 Examine and adapt techniques and tools required to implement strategy
	2.5 Negotiate with key stakeholders to develop an implementation plan
	2.6 Identify key information and performance indicators required

3	Implement strategy	3.1	Identify data collection required
		3.2	Identify methods of collecting and processing required data
		3.3	Identify hardware and other resources required
		3.4	Identify skill needs required
		3.5	Ensure all resources/training are available and completed
		3.6	Implement strategy
4	Monitor implementation of strategy	4.1	Compare information/performance indicators with desired levels
		4.2	Liaise with key stakeholders regarding strategy issues
		4.3	Identify areas requiring adjustment
		4.4	Make required adjustments

Required Skills and Knowledge

Not applicable.

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.

Overview of assessment requirements

The person will be able to conceptualise scenarios, determine which ones are of sufficient benefit to proceed with, and take their team with them.

Specific evidence requirements

What critical aspects of evidence are required to demonstrate competency in this unit?

Evidence of scenarios developed and implemented (and/or rejected for valid reasons) which have had a positive impact on the entire value chain should be available.

In what context should assessment occur?

Assessment needs to occur in an organisation following competitive manufacturing.

Are there any other units which could or should be assessed with this unit or which relate directly to this unit?

This unit could be assessed concurrently with other relevant units to do with change in the competitive manufacturing environment.

This unit is related to:

MCMC210A - Manage the impact of change on own work which covers individual impact aspects in CMI.

What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

What evidence is required for demonstration of consistent performance?

Generally evidence will come from a range of scenarios and the improvements which flow.

What skills and knowledge are needed to achieve the performance criteria?**Skills**

communication
teamwork
analysis
problem solving
mathematics
planning
computer use
prioritising
recording data.

Knowledge

overview of competitive manufacturing principles and the decision rules for selecting the appropriate tools to use and place to start

methods of estimating costs/benefits

acceptable benefit/cost ratios
continuous improvement principles
principles of motivation and leadership
systems thinking
characteristics and strengths of different types of strategies, techniques and tools such as 5S, JIT, 6 sigma, lean manufacturing, agile manufacturing etc
business goals sufficient to match the strategy to the business needs
strategic thinking
principles of process equipment and how to improve its reliability
resources required and how to obtain them.

What are the specific resource requirements for this unit?

Access to an organisation using competitive manufacturing.

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.

Overview of assessment requirements

The person will be able to conceptualise scenarios, determine which ones are of sufficient benefit to proceed with, and take their team with them.

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This unit is related to:

MCMC210A - Manage the impact of change on own work which covers individual impact aspects in CMI.

What method of assessment should apply?

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The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

What evidence is required for demonstration of consistent performance?

Generally evidence will come from a range of scenarios and the improvements which flow.

What skills and knowledge are needed to achieve the performance criteria?

Skills

- communication
- teamwork
- analysis
- problem solving
- mathematics
- planning
- computer use
- prioritising
- recording data.

Knowledge

overview of competitive manufacturing principles and the decision rules for selecting the appropriate tools to use and place to start

- methods of estimating costs/benefits
- acceptable benefit/cost ratios
- continuous improvement principles
- principles of motivation and leadership
- systems thinking

characteristics and strengths of different types of strategies, techniques and tools such as 5S, JIT, 6 sigma, lean manufacturing, agile manufacturing etc

- business goals sufficient to match the strategy to the business needs
- strategic thinking
- principles of process equipment and how to improve its reliability
- resources required and how to obtain them.

What are the specific resource requirements for this unit?

Access to an organisation using competitive manufacturing.

Range Statement

The Range Statement 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. 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.

Competitive manufacturing

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing

- agile manufacturing

- preventative and predictive maintenance approaches

- monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP etc.

- statistical process control systems including six sigma and three sigma

- Just in Time (JIT), kanban and other pull related manufacturing control systems

- supply, value, and demand chain monitoring and analysis

- other continuous improvement systems.

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector.

Strategy

There are many approaches used to embarking on competitive manufacturing. Successful organisations select an appropriate array of techniques and tools and formulate a strategy for their implementation.

Techniques and tools

There are many techniques and tools used to implement a competitive manufacturing strategy such as 5S, six sigma, root cause analysis, etc.

Value chain

Competitive manufacturing organisations encompass the entire production system, beginning with the **customer**, and includes the product sales outlet, the final assembler, product design, raw material mining and processing and all tiers of the value chain (sometimes called the supply chain). Any truly 'competitive' system is highly dependent on the demands of its customers and the reliability of its suppliers. No implementation of competitive manufacturing can reach its full potential without including the entire 'enterprise' in its planning.

System

A competitive manufacturing system is that holistic combination of the process, plant and equipment, procedures and practices including the skills and work organisation of the workforce which make up the productive organisation.

The Range Statement 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. 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.

Competitive manufacturing

Competitive manufacturing is used to describe the range of systemic manufacturing practice concepts and approaches. It covers but is not limited to:

- lean manufacturing

- agile manufacturing

- preventative and predictive maintenance approaches

- monitoring and data gathering systems such as Systems Control and Data Acquisition (SCADA) software, Enterprise Resource Planning (ERP) systems, Manufacturing Resource Planning (MRP), and proprietary systems such as SAP etc.

- statistical process control systems including six sigma and three sigma

- Just in Time (JIT), kanban and other pull related manufacturing control systems

- supply, value, and demand chain monitoring and analysis

- other continuous improvement systems.

Competitive manufacturing should be interpreted so as to take into account the stage of implementation of competitive manufacturing approaches, the enterprise's size and work organisation, culture, regulatory environment and manufacturing sector.

Strategy

There are many approaches used to embarking on competitive manufacturing. Successful organisations select an appropriate array of techniques and tools and formulate a strategy for their implementation.

Techniques and tools

There are many techniques and tools used to implement a competitive manufacturing strategy such as 5S, six sigma, root cause analysis, etc.

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System

A competitive manufacturing system is that holistic combination of the process, plant and equipment, procedures and practices including the skills and work organisation of the workforce which make up the productive organisation.

Unit Sector(s)

Not applicable.

MCMT675A Facilitate the development of a new product

Modification History

Not applicable.

Unit Descriptor

This competency covers the knowledge and skills required to develop a new/evolutionary product within an existing range of products and encompasses design for manufacture and the facilitation of its initial production.

This unit is based on **PMBTECH601A - Develop a new product**.

Competency field

MCM Tools

Application of the competency

This competency applies to people who develop new products to meet a specified end use. This will involve working closely with a range of management and operations personnel and requires balancing the business and technical sides of the new product and would typically be done as part of a cross functional team. This unit of competency applies to the technical expert. Critical aspects for success include:

- ensuring the technical performance meets the customer's needs
- making sure the market needs of cost, timeliness and quality are appropriately balanced
- designing a product and process which can be efficiently made by the company
- liaising with the required people to ensure tooling design and manufacture and equipment modification is correct
- optimising the process for the new product at the completion of the development phase.

This competency is typically performed by high level staff, working as part of a product design, development and implementation team and taking a lead technical role.

This unit of competency assumes the knowledge component included in the following unit of competency. Evidence must be available that the specified knowledge has been acquired and is able to be applied:

MEM15.1AA - Perform basic statistical quality control or equivalent.

This competency covers the knowledge and skills required to develop a new/evolutionary product within an existing range of products and encompasses design for manufacture and the facilitation of its initial production.

This unit is based on **PMBTECH601A - Develop a new product**.

Competency field

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MEM15.1AA - Perform basic statistical quality control or equivalent.

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

Element	Performance Criteria
1 Confirm design brief of new product in consultation with relevant people	1.1 Communicate with customer and other key stakeholders and agree on technical specification, aesthetic requirements, timelines, cost and other market requirements 1.2 Determine regulatory/industry code/intellectual property requirements for product 1.3 Identify possible tooling/process/equipment needs 1.4 Develop design brief, including relevant drawings, to meet needs 1.5 Obtain 'sign off' on total design brief from all relevant persons
2 Determine material requirements for product	2.1 Select appropriate materials/combination of materials/ components in liaison with key stakeholders 2.2 Determine material/component testing and evaluation regime required to meet product end use requirements, including regulatory /industry code requirements 2.3 Arrange for, testing and evaluation of trial materials/ components 2.4 Guide material trial process and interpret material trial results 2.5 Determine final materials/components specifications and details of value chain
3 Determine process requirements for product	3.1 Select appropriate process to make product in liaison with key stakeholders and based on relevant factors 3.2 Determine any special process/equipment requirements for this product 3.3 Communicate with production personnel to determine their concerns and/or training or other needs

- 3.4 Adjust the design as required to satisfy customer and production needs
- 4 Ensure process needs for new product have been met
 - 4.1 Liaise with equipment design/procurement personnel
 - 4.2 Interpret hardware specifications and ensure they are appropriate for the job required
 - 4.3 Liaise with process personnel to ensure appropriate draft procedures for new product have been developed
 - 4.4 Validate product cost and design meets objectives
- 5 Trial new product through the process
 - 5.1 Design trialing procedure to deliver required information
 - 5.2 Liaise with relevant stakeholders
 - 5.3 Ensure health safety and environment (HSE) requirements are stringently observed
 - 5.4 Coordinate the trialing of the new product
 - 5.5 Interpret product trial results and guide product trial process
 - 5.6 Tune process to optimise production of new product
- 6 Determine process capability
 - 6.1 Plot appropriate statistical process control charts
 - 6.2 Determine confidence limits
 - 6.3 Compare confidence limits with product specification
- 7 Coordinate product trials
 - 7.1 Determine product testing and evaluation regime required to meet end use requirements, including regulatory/industry code requirements
 - 7.2 Arrange for testing and evaluation of trial product/prototype
 - 7.3 Interpret product trial results and guide product trial process
 - 7.4 Determine final product specification in liaison with key stakeholders

- 7.5 Make required changes to materials, process and equipment
- 8 Implement standard procedures for new product
 - 8.1 Monitor initial production and, in liaison with appropriate team members, adjust process, conditions and materials to ensure the product and process outcomes conform to requirements
 - 8.2 Ensure process specifications are updated and reflect the optimised operation developed
 - 8.3 Ensure standard operating procedures are correct for the new product
 - 8.4 Ensure equipment and other hardware records are updated to reflect additions/changes
 - 8.5 Ensure project records are complete and all required reports have been completed and submitted
 - 8.6 Archive records according to company procedure

Required Skills and Knowledge

Not applicable.

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.

Overview of assessment requirements

There should be evidence of successfully designed products.

Specific evidence requirements

What critical aspects of evidence are required to demonstrate competency in this unit?

The critical aspect for this unit of competency is the ability to apply a thorough understanding of materials and components, their grades and properties and the effects of processing to a new situation and use this understanding to predict likely solutions to the new product design specification challenge. This understanding of material/component and process interactions should also be able to be applied in interpreting data and making adjustments to materials/components and process to achieve the desired outcomes.

Language, literacy and numeracy requirements:

This unit requires high levels of numeracy and literacy with the ability to write and interpret technical specifications and reports. Advanced numeracy allowing the calculation and interpretation of statistics, product formulae and process conditions is also required.

In what context should assessment occur?

Competence in this unit may be assessed:

by observation of an actual product development project where the assessee takes a lead technical role

by use of a suitable product development project where arrangements are made to also assess the implementation aspects.

The development must be of a product which is new to the organisation and not just a modification of an existing product. It is possible that a major redesign of an existing product may encompass all the aspects of a new product design to an appropriate breadth and depth. Where the only available product design projects are the major redesign of an existing project, normally several such projects will be required to match the breadth and depth of skills which can be demonstrated by the development of a totally new product.

In all cases it is expected that practical assessment will be supported by targeted questioning to assess the underpinning knowledge and theoretical assessment will be supported by appropriate practical/simulation or similar assessment.

Are there any other units which could or should be assessed with this unit or which relate directly to this unit?

This unit may be assessed with other relevant units.

What method of assessment should apply?

Assessors must be satisfied that the person can consistently perform the unit as a whole, as defined by the elements, performance criteria, skills and knowledge. A holistic approach should be taken to the assessment.

Assessors should gather sufficient, fair, valid, reliable, authentic and current evidence from a range of sources. Sources of evidence may include direct observation, reports from supervisors, peers and colleagues, project work, samples, organisation records and questioning. Assessment should not require language, literacy or numeracy skills beyond those required for the unit.

The assessee will have access to all techniques, procedures, information, resources and aids which would normally be available in the workplace.

The method of assessment should be discussed and agreed with the assessee prior to the commencement of the assessment.

What evidence is required for demonstration of consistent performance?

Evidence from one major product design or a number of product improvements should be available.

What skills and knowledge are needed to achieve the performance criteria?

Knowledge and understanding of the materials, equipment and process sufficient to choose an appropriate combination of materials and process to achieve the end use function of the product.

Knowledge of the enterprise's procedures and relevant regulatory requirements along with the ability to implement them within appropriate time constraints and work standards.

Competence includes the ability for the practical completion of the job to:

select and justify the selection of:

type of material/material specification

appropriate process for a range of product/market applications

material and product testing procedures

apply theoretical principles to predict:

properties of product based on materials selected

effects of processes and processing on the final properties of the product

mathematically determine:

product cost estimates

interpret and make recommendations based on:

field test results

market analysis data

trailing data.

What are the specific resource requirements for this unit?

Resources required include suitable access to an operating plant or equipment that allows for appropriate and realistic simulation. A bank of questions will also be required to the extent that they form part of the assessment method. Questioning may take place either in the workplace, or in an adjacent, quiet facility such as an office or lunchroom. No other special resources are required.

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.

Overview of assessment requirements

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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 in the Performance Criteria is detailed below. 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.

This competency unit is for the design of a new product 'from scratch'. It assumes an understanding of the operation of all relevant equipment and processes but does not necessarily require them to be used personally.

The competency assumes a working knowledge of all main processes and materials so that an informed choice can be made between them.

All operations are performed in accordance with standard procedures and policies.

Tools and equipment

This unit of competency includes tools and equipment such as:

understanding of use of all standard processing equipment
relevant personal protective equipment.

Typical regulatory requirements

Typical regulatory requirements include:

Occupational Health and Safety (OHS)
environmental regulations
structural codes
product/industry specific requirements.

Typical problems

Typical problems include:

defining product end use requirements in terms meaningful to the product design and manufacture
matching suitable materials and processes to the product needs and company expertise and facilities
matching (and improving) process capability to product tolerances.

Relevant factors

Relevant factors may include:

type of material
dimensional precision of product
length of run/number of products
required aesthetics
size and complexity of product
available capital funding
process equipment available
HSE.

The Range Statement 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. 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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Relevant factors may include:

- type of material
- dimensional precision of product
- length of run/number of products
- required aesthetics
- size and complexity of product
- available capital funding
- process equipment available
- HSE.

Unit Sector(s)

Not applicable.

MEM5.6AA Perform brazing and/or silver soldering

Modification History

Not applicable.

Unit Descriptor

Not applicable.

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

Element	Performance Criteria
1 Prepare materials and equipment	1.1 Job requirements determined from specifications and/ or instructions.
	1.2 Materials correctly prepared using appropriate tools and techniques.
	1.3 Materials correctly assembled/aligned to meet

- specifications as required.
- 1.4 Distortion prevention measures identified and appropriate action taken as required.
 - 1.5 Heating equipment assembled and set up safely and correctly in accordance with standard operating procedures.
 - 1.6 Correct and appropriate consumables selected and prepared.
 - 1.7 Test run undertaken and verified as required.
- 2 Braze and/or silver solder
- 2.1 Correct and appropriate process selected to meet specifications.
 - 2.2 Materials preheated as required.
 - 2.3 Consumables applied using correct and appropriate techniques.
 - 2.4 Jointing material applied correctly and in appropriate quantities to meet job/specifications.
 - 2.5 Material temperatures normalised using correct and appropriate techniques.
- 3 Inspect joints
- 3.1 Excess jointing materials removed using correct and appropriate techniques.
 - 3.2 Inspection of joints undertaken to standard operating procedures.
 - 3.3 Inspection results reported/recorded using standard operating procedures as required.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Assessment context

This unit may be assessed on the job, off the job or a combination of both on and off the job. 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.

Critical aspects

This unit could be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with brazing and/or silver soldering or other units requiring the exercise of the skills and knowledge covered by this unit. Competency in this unit cannot be claimed until all prerequisites have been satisfied.

Assessment conditions

The candidate will be provided with: - All tools, equipment, materials and documentation required. The candidate will be permitted to refer to the following documents: - Any relevant workplace procedures. - Any relevant product and manufacturing specifications. - Any relevant codes, standards, manuals and reference materials. The candidate will be required to: - Orally, or by other methods of communication, answer questions put by the assessor. - Identify colleagues who can be approached for the collection of competency evidence where appropriate. - Present evidence of credit for any off-job training related to 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.

Special notes

During assessment the individual will: - demonstrate safe working practices at all times; - communicate information about processes, events or tasks being undertaken to ensure a safe and efficient working environment; - take responsibility for the quality of their own work; - plan tasks in all situations and review task requirements as appropriate; - perform all tasks in accordance with standard operating procedures; - perform all tasks to specification; - use accepted engineering techniques, practices, processes and workplace procedures. Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.

Assessment context

This unit may be assessed on the job, off the job or a combination of both on and off the job. 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.

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Range Statement

Work undertaken in a production or maintenance environment using predetermined standards of quality, safety and work procedures. Work may be undertaken autonomously or within a team environment. Heating medium can include oxyacetylene and fuel gas. Correct and appropriate consumables may include fluxes (resin or powder), all types of silver solder and brazing grades, etc. Correct and appropriate assembly of heating equipment may include cylinders, connections, hoses, tips and nozzles. All work undertaken to legislative and regulatory requirements.

Work undertaken in a production or maintenance environment using predetermined standards of quality, safety and work procedures. Work may be undertaken autonomously or within a team environment. Heating medium can include oxyacetylene and fuel gas. Correct and appropriate consumables may include fluxes (resin or powder), all types of silver solder and brazing grades, etc. Correct and appropriate assembly of heating equipment may include cylinders, connections, hoses, tips and nozzles. All work undertaken to legislative and regulatory requirements

Unit Sector(s)

Not applicable.

PMCOPS221A Operate manual glazing equipment

Modification History

Not Applicable

Unit Descriptor

Not Applicable

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

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

PMCOPS224A Hand mould ceramics

Modification History

Not Applicable

Unit Descriptor

Not Applicable

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

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

PMLTEST409A Capture and manage scientific images

Modification History

Unit Descriptor

This unit of competency covers the ability to capture accurate and reproducible images of scientific (environmental, medical and technical) subjects using a scientific approach and enterprise procedures/protocols to ensure the integrity of the image. It also includes the ability to generate and maintain pre and post image capture records to ensure that images can be reproduced if required in the future.

The unit has no prerequisites.

This unit of competency is applicable to personnel in all industry sectors who capture images as part of their main job role. Personnel who capture images, as a substantial part of their job role, should consider accessing the following units of competency from the **CUV40403 Certificate IV in Photoimaging** from the **Visual Arts, Crafts and Design Training Package CUV03**:

CUVPHI04A Apply photoimaging lighting techniques

CUVPHI05A Use a 35mm SLR camera or digital equipment

CUVPHI06A Plan and carry out image capture in response to brief

CUVPHI207A Process photoimages to work print/file stage.

Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section This competency in practice.

Application of the Unit

Licensing/Regulatory Information

Pre-Requisites

Employability Skills Information

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance Criteria describe the level of performance required to demonstrate achievement of the element.

Elements and Performance Criteria

Elements and Performance Criteria

Element	Performance Criteria
1 Establish requirements for image capture	1.1 Define requirements and purpose of the work and create a brief 1.2 Choose an imaging technique that maintains the integrity and veracity of the subject and fulfils the work requirements 1.3 Plan the work using technical knowledge to ensure an effective and efficient result
2 Plan and set up the shoot	2.1 Select and assemble the required equipment 2.2 Follow ethical and legal work practices at all times 2.3 Assess risks or hazards and implement safety procedures 2.4 Prepare the subject to achieve the brief
3 Capture and reproduce the required image	3.1 Expose media or film and accurately document the work in progress 3.2 Review the image against the work requirements and repeat if necessary 3.3 Reproduce the image to specification
4 Keep records and deliver images	4.1 Accurately and retrievably record the request, technical specifications and images so that they are retrievable 4.2 Store records safely and securely to archival standards 4.3 Follow copyright and crediting policies and procedures 4.4 Make the images available to the client, discuss the results and ensure that requirements have been met.

Required Skills and Knowledge

Evidence Guide

The Evidence Guide describes the underpinning knowledge and skills that must be demonstrated to prove competence.

Critical aspects of competency

Competency must be demonstrated in the ability to perform consistently at the required standard. In particular, assessors should look to see that the candidate:

- can create and interpret a brief

- can apply an imaging technique that best meets the specifications and purpose of the job, consistent with enterprise procedures

- provides a back up system of image capture when shooting images

- produces consistent high quality, cost effective outcomes for clients

- keeps accurate records that allow future replication of images

- works safely and in an ethical manner consistent with legislation, regulations and Codes of Practice.

Underpinning knowledge

Competency includes the ability to apply and explain:

- repercussions of manipulation of images and differences between adjustment and manipulation

- scientific approach and protocols to ensure integrity of images

- veracity of different types of storage media

- relevant copyright, moral rights and intellectual property issues and legislation

- relevant health, safety and environment requirements

- enterprise policies and procedures for capturing and managing scientific images.

Assessment context and methods

This unit of competency is to be assessed in the workplace or simulated workplace environment.

The following assessment methods are suggested:

- review of portfolio of work completed by candidate

- feedback from clients and supervisor

- oral or written questions to assess underpinning knowledge

- case studies to assess the candidate's approach to different subjects and use of a variety of imaging techniques.

In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.

Interdependent assessment of unit

This unit of competency may be assessed with:

PMLTEST519A Prepare animal and plant material for display.

Resource implications

Resources may include:

appropriate facilities, equipment and materials for photoimaging

enterprise procedures, equipment manuals, industry catalogues and journals.

This competency in practice

Biomedical, biotechnology, environmental

It's Friday afternoon and a technical officer in a university biology faculty is asked, at short notice, to assist a postgraduate student to obtain images to support a presentation of her work at an international conference. She's flying out of the country to the conference on Sunday. The officer discusses the requirements with the student and determines that the images are needed for a poster presentation to show the differences between sizes of fungal spores. It is agreed that colour prints of four different sized spores are to be produced using a camera coupled to a stereomicroscope. Given the time constraints, a decision is made to use a digital image that can be reproduced on site. The images are produced on Friday evening and the student produces her poster on Saturday. The details of the subject, conditions and the images themselves are carefully stored for later use in the student's thesis.

Key Competencies

The seven key competencies represent generic skills considered for effective work participation. The bracketed numbering against each of the key competencies indicates the performance level required in this unit. These are stand-alone levels and do not correspond to levels in the Australian Qualifications Framework (AQF).

Level (1) represents the competence to undertake tasks effectively

Level (2) represents the competence to manage tasks

Level (3) represents the competence to use concepts for evaluating and reshaping tasks.

Collecting, analysing and organising information	Communicating ideas and information	Planning and organising activities	Working with others and in teams	Using mathematical ideas and techniques	Solving problems	Using technology
Level 2	Level 2	Level 2	Level 2	Level 2	Level 2	Level 2

Range Statement

The range of variables relates to the unit of competency as a whole. It allows for different work environments and situations that will affect performance.

Where reference is made to industry Codes of Practice, and/or Australian/international standards, it is expected the latest version will be used.

Scientific images may include photographic, digital, X-ray and video images, and prints or transparencies of subjects, such as:

building sites, environmental survey and monitoring sites

accident or incident sites, injuries

forensic evidence

biological specimens

histological sections

live animals

chromatography gels.

Other imaging techniques may include:

direct transformation from images to data, such as reading of DNA sequencing gels

autoradiations

micrographs

other non visible light sources, such as ultraviolet light, fluorescence and phosphorescence

electron micrographs.

Job requirements and brief may include:

description and specification of work, including constraints, due date

purpose of the image

specifications, such as size, purpose, audience, medium and style

interviewing and collecting information from the client

keeping records, request forms, notes.

Purposes of the image may include:

publication as a thesis, presentation or on the web

temporal serial recording of changes over time

display as a poster, diorama, print or projection

preview, snapshot or proof of an image for production at a later stage

records of data for inclusion in databases

use in forensic investigation or court proceedings.

Planning of the job may include:

choice of type of image, media, site and conditions

preparation of the subject, such as: make-up, choice of whole or part, staining, dissection, mounting, animal handling, setting up a light path for a microscope, appropriate magnification

technical requirements, such as: resolution, film type, tripods, shutter speed, lens type, colour differential

back up method and equipment for image capture

specification of final product, size, delivery, number, cost

position of subject.

Equipment may include:

lighting

backdrops

camera systems and accessories.

Hazards may include:

microbiological organisms and agents associated with soil, air, water, blood and blood products, human or animal tissue and fluids

solar radiation, dust, noise

chemicals and radioisotopes

X rays and other sources of electromagnetic radiation (laser, UV)

manual handling of heavy objects

slips, trips and falls, falling objects, moving machinery (for example, on building sites)

pedestrian and vehicular traffic.

Safety procedures may include:

recognising and observing hazard warnings and safety signs

use of personal protective equipment, such as hard hats, hearing protection, gloves, safety glasses, goggles, face guards, coveralls, gown, body suits, respirators and safety boots

following required containment procedures through the use of appropriate equipment, such as biohazard containers, laminar flow cabinets, Class I, II and III biohazard cabinets and Class PCII, PCIII, and PCIV physical containment facilities

use of material safety data sheets (MSDS)

handling and storage of all hazardous materials and equipment in accordance with labelling, materials safety data sheets and manufacturer's instructions

following established manual handling procedures.

Ethical and legal work practices include consideration of:

industry Codes of Practice, contracts, permits, intellectual property, crediting, plagiarism and copyright

moral rights, model release, etiquette, decorum and sensitivity towards the subject, use of a chaperone and confidentiality.

Production of images may include sending images for processing, processing the images or use of commercial software.

Storage of records may include the brief, technical specifications and images. It may include file management (back ups, data retrieval, storage) and can be paper based, electronic or digital.

Health, safety and environment

All operations to which this unit applies are subject to stringent health, safety and environmental (HSE) requirements, which may be imposed through State or Federal legislation, and these must not be compromised at any time. Where there is an apparent conflict between performance criteria and HSE requirements, the HSE requirements take precedence.

All operations assume the potential hazardous nature of samples and require standard precautions to be applied. Users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health. All operations are performed in accordance with standard operating procedures.

Unit Sector(s)

PSPPM402B Manage simple projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers management of generally low risk projects that may be small scale and managed by one person or a person with a small team. It includes implementing project start-up activities, coordinating project implementation, monitoring the project and arranging follow-up activities. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

In practice, managing simple projects overlaps with other generalist and specialist work activities such as applying government processes, using resources, gathering information, managing contracts etc.

When this unit is completed in conjunction with *PSPPM401B Design simple projects* and *PSPPM403B Close simple projects*, the three units together are equivalent to the eight private sector Business Services project management competencies: BSBPM401A - BSBPM408A inclusive.

This unit, and unit *PSPPM405A Administer simple projects*, are mutually exclusive. One or the other, but not both, may contribute to a qualification.

This unit replaces and is equivalent to *PSPPM402A Implement projects*.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills 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

ELEMENT	PERFORMANCE CRITERIA
1. Implement start-up activities	1.1 The <i>project plan</i> is updated with confirmed information for key dates and activities, resources and project governance details in accordance with the project implementation strategy 1.2 Project <i>stakeholders'</i> understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed 1.3 <i>Required systems</i> are established and maintained throughout the project in accordance with the project plan 1.4 A working knowledge of <i>project management tools</i> is used to facilitate integration of project activities and achievement of project outcomes
2. Coordinate project implementation	2.1 <i>Integration</i> and <i>management</i> of project activities are handled in accordance with the project plan 2.2 Stakeholder input and expectations are managed and their commitment is maintained throughout the life of the project in accordance with organisational policy and procedures and the project plan 2.3 Disagreements and disputes are resolved or referred to a higher authority in accordance with organisational policy and procedures 2.4 Project <i>change proposals</i> are received and changes are recommended/made in accordance with the project plan, and

ELEMENT**PERFORMANCE CRITERIA**

	documented in accordance with <i>policy and procedures</i>
3. Monitor project	3.1 All aspects of the project are continually monitored and corrective action is taken as necessary to maintain progress in accordance with the project plan 3.2 Consultation and reporting mechanisms are applied in accordance with the communication plan when dealing with management, staff and/or contractors, steering committee members or other stakeholders 3.3 Project governance plans and any related contracts are monitored, reviewed and amended as appropriate, and results are reported in accordance with the communication plan 3.4 Project progress is monitored against agreed milestones in accordance with the project plan to provide a measure of performance throughout the life of the contract 3.5 Programmed review of objectives and achievement is implemented in accordance with the project plan
4. Arrange project follow-up activities	4.1 Project deliverables are analysed against <i>specifications</i>, performance standards and project objectives, under broad guidance, and the results are reported to stakeholders 4.2 An initial support package or product manual is produced, if required, to provide guidance for stakeholders who will be required to apply the project results 4.3 The support package includes options for stakeholders to take account of environmental and cultural factors in applying project results 4.4 Operational and support authorities are consulted to research any testing/trialling/building requirements resulting from the project, and evaluation of any recommendations are included in the project report

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:

leading and mentoring people to achieve project deliverables

maintaining agreement of stakeholders and team members to timelines, roles and

REQUIRED SKILLS AND KNOWLEDGE

responsibilities
communicating with stakeholders and team members using a range of communication styles to suit different audiences and purposes
responding to diversity, including gender and disability
using project management tools applicable to small scale or low risk projects
applying ethical decision making and problem solving related to project management of small scale or low risk projects
writing recommendations and preparing implementation support packages requiring precision of expression
applying workplace safety procedures in line with project requirements
accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:
legislation, organisational policies and procedures that may impact on project management, for example:
public sector codes of ethics/conduct
occupational health and safety and environment requirements
project governance requirements
quality standards
risk management
procurement guidelines
human resources
equal employment opportunity, equity and diversity principles
project management tools to suit a range of small scale or low risk projects
project management principles
organisational and political context

Evidence Guide

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*

EVIDENCE GUIDE

increase the efficiency and realism of the assessment process include, but are not limited to:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPPROC410A Administer contracts

PSPPM401B Design simple projects

PSPPM403B Close simple projects

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPPM405A Administer simple projects

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)
- simple projects managed in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies
- examples of project management tools

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 implementing projects, including coping with difficulties, irregularities and breakdowns in routine
- simple projects managed in a range of (3 or more) contexts (or

EVIDENCE GUIDE

occasions, over time)

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
- demonstration
- 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 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.

Project plan will include some or all of

- acquisition strategies
- budget and financial management strategy
- contract management
- cost estimates
- evaluation criteria

RANGE STATEMENT

- expected outcomes/measurable benefits of the project
- facilities
- inclusions and exclusions from project
- information/communication strategy
- intellectual property strategies
- milestones
- objectives
- outputs/project deliverables and their acceptance criteria
- people plan including human resource management and human resource development
- performance criteria/indicators
- project control mechanisms
- project implementation strategy
- project governance strategy
- purpose
- quality assurance
- quality control
- quality standards for project
- rationale
- required project resources
- resource management
- risk management
- roles and responsibilities
- schedule/timeline
- task/work breakdown structure (WBS)

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers
- project team
- steering committee members
- end user
- supplier/service provider

Required systems for

- planning and monitoring system

RANGE STATEMENT

project management may include

- financial management including:
- budget allocation/funding
- income generated
- expenditure
- recordkeeping for documented information such as:
- correspondence
- quality data including survey, needs, test results
- contracts
- time allocated and spent on each aspect of the project
- progress reports
- performance reports against milestones
- project outcomes
- samples, prototypes, models

Project management tools may include

- risk analysis
- organisational project governance framework
- communications plan
- reporting framework
- project management software and other tools:
- Gantt and bar charts
- Program Evaluation and Review Technique (PERT) charts
- Critical Path Method
- cost schedule control system
- logistics support analysis
- life cycle cost analysis
- spreadsheets
- recording systems - electronic and manual

Integration of project activities may include

- scope
- time
- cost
- quality
- human resources
- communications
- risk
- procurement

Management may include

- scope management
- communication and reporting
- schedule management
- financial management
- quality management
- resources management

RANGE STATEMENT

	• people management • logistics management • risk management • contract management • change management
<i>Change proposals may include</i>	• scope • administration • engineering, technical, technology changes • time • cost • resources
<i>Policy and procedures may include</i>	• government legislation (Federal, State and Local) affecting organisation's administration such as: • public sector management acts • financial management and accounting legislation and regulations • privacy legislation • government and organisational guidelines and procedures relating to: • project governance • resourcing • security • strategic plans • recruitment • risk management • procurement guidelines • designation approvals • industrial agreements
<i>Specifications may include</i>	• functional • technical • performance • material

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

PSPPM405A Administer simple projects

Modification History

Not applicable.

Unit Descriptor

Unit descriptor

This unit covers the administration of a straightforward project or a discrete component of a larger project by staff who are not specialists in project management. The unit focuses on the application of project management skills and the requirement to meet timelines, quality standards, budgetary limits and other requirements set for the project. It includes defining the project, developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learnt for application to future projects. Contract management requirements are not included as this aspect is addressed by units of competency within the Competency field of *Procurement and Contract Management*.

Units of competency for specialist project managers at this level include *PSPPM401B Design simple projects*, *PSPPM402B Manage simple projects* and *PSPPM403B Close simple projects*. The unit of competency for specialist project officers is *PSPPM404A Carry out simple project activities*.

This unit and the 3 project management competencies for specialist project managers (PSPPM401B - PSPPM403B) are mutually exclusive and may not contribute to the same qualification.

This unit has been drawn from, and is equivalent to *BSBCMN419A Manage projects*, from the Business Services Training Package.

Application of the Unit

Not applicable.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

Employability skills 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

ELEMENT	PERFORMANCE CRITERIA
1. Define project	1.1 Project scope and other relevant documentation are accessed in accordance with organisational policy and procedures 1.2 Project stakeholders are identified and their interest in or relationship to the project is established 1.3 Clarification is sought from delegating authority of any issues related to the project and project parameters 1.4 Limits of own responsibility and reporting requirements are confirmed 1.5 Relationship of the project to other projects and to the organisation's objectives is clarified 1.6 Available resources to undertake the project are determined and accessed in accordance with organisational requirements
2. Develop detailed project plan	2.1 A project plan is developed that identifies in detail how the project will be executed and managed in relation to the project parameters 2.2 Project management tools are identified and accessed in accordance with project requirements 2.3 A communication strategy and risk management plan that address the project, organisational and legislative requirements are contained within the project plan 2.4 A timeline for completion of activities and a budget, developed and approved in accordance with organisational procedures, are

ELEMENT**PERFORMANCE CRITERIA**

	included within the project plan
	2.5 Stakeholders' understanding of and agreement to fulfil the project requirements and their roles and responsibilities are confirmed
	2.6 Project plan is finalised and any necessary approvals are gained to commence the project according to the documented plan
3. Administer and monitor project	3.1 Support is provided to ensure that the quality of the expected deliverables of the project and documented timelines are met
	3.2 Required recordkeeping systems are established and maintained throughout the project
	3.3 Component plans that identify how key aspects of the project will be managed are implemented and monitored in accordance with set requirements
	3.4 Project reports are completed and forwarded as required in accordance with the project communication strategy
	3.5 Risk management is undertaken in accordance with the project plan to ensure project requirements are achieved in accordance with the project plan
	3.6 Project deliverables are completed to the required standard, in the required timeframe and within budget
4. Finalise project	4.1 Any financial recordkeeping associated with the project is completed and checked for accuracy
	4.2 Staff involved in the project are de-briefed before assignment to new or previous roles
	4.3 Project documentation is completed and signed off in accordance with organisational procedures
5. Review project	5.1 Project deliverables and processes are reviewed against the project scope and plan
	5.2 Stakeholders are involved in the review of the project
	5.3 Lessons learnt from the project are documented and reported in accordance with organisational requirements

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

REQUIRED SKILLS AND KNOWLEDGE

Look for evidence that confirms skills in:

- detailing requirements, writing recommendations and preparing reports requiring complex language structures and precision of expression
- negotiating timelines, roles and responsibilities with team members
- communicating with stakeholders using a range of communication styles to suit different audiences and purposes
- responding to diversity, including gender and disability
- leading and managing a project team
- managing time and costs
- using project management tools
- applying quality management techniques including testing and auditing as appropriate
- applying workplace safety procedures in line with project requirements
- accessing/preparing information electronically or in hard copy

Knowledge requirements

Look for evidence that confirms knowledge and understanding of:

- legislation, organisational policies and procedures that may impact on the project and management of the project, for example:
 - public sector codes of ethics/conduct
 - occupational health and safety and environment and sustainability
 - project governance requirements
 - quality standards
 - risk management
 - procurement
 - human resources
 - equal employment opportunity, equity and diversity principles
 - organisational structure and lines of authority within organisation
 - project management tools to suit the projects administered
 - evaluation techniques for projects

Evidence Guide

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.

EVIDENCE GUIDE

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:

PSPETHC401A Uphold and support the values and principles of public service

PSPGOV402B Deliver and monitor service to clients

PSPGOV403B Use resources to achieve work unit goals

PSPGOV404B Develop and implement work unit plans

PSPGOV411A Deal with conflict

PSPGOV412A Use advanced workplace communication strategies

PSPGOV422A Apply government processes

PSPLEGN401A Encourage compliance with legislation in the public sector

PSPOHS401B Implement workplace safety procedures and programs

PSPPROC410A Administer contracts

- *Excluded units* that may not contribute to the same qualification as this unit:

PSPPM401B Design simple projects

PSPPM402B Manage simple projects

PSPPM403B Close simple projects

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)
- administration of simple projects in a range of (3 or more) contexts (or occasions, over time)

Resources required to carry out assessment

These resources include:

- legislation, guidelines, procedures and protocols relating to project management
- workplace project documentation
- scenarios and case studies

EVIDENCE GUIDE

Where and how to assess evidence

- examples of project management tools

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 administering projects, including coping with difficulties, irregularities and breakdowns in routine
- evidence of administration of simple projects in a range of (3 or more) contexts (or occasions over time)

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
- demonstration
- 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 different work requirements, work practices and knowledge. The Range Statement also provides a focus for

RANGE STATEMENT

assessment. It relates to the unit as a whole. Text in *italics* in the Performance Criteria is explained here.

Project scope and other relevant documentation refers to

- project proposal
- tender documents
- contract or other agreement
- 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

Policy and procedures may include

- government legislation (Federal, State and Local) affecting organisation's administration such as:
- public sector management acts
- financial management and accounting legislation and regulations
- privacy legislation
- environmental/sustainability legislation
- government and organisational guidelines and procedures relating to:
- project governance
- resourcing
- security
- strategic plans
- recruitment
- risk management
- procurement guidelines
- designation approvals
- industrial agreements

Stakeholders may include

- project sponsor/funding bodies
- clients or customers (internal and external)
- industry
- other agencies
- general public
- relevant interest groups
- unions
- functional areas
- the organisation's senior management
- Ministers

RANGE STATEMENT

	• project team • steering committee • end user • supplier/service provider
<i>Delegating authority may include</i>	• project sponsor • business owner of the project • program manager • specialist project management office • CEO, manager or management representative • funding body • customer or client
<i>Project parameters may include</i>	• scope of project • quality standards • timelines • finances for project • integration of project within organisation • risks associated with project • reporting requirements • procurement requirements associated with project • physical and human resources available or required for project
<i>Project plan will include some or all of</i>	• acquisition strategies • budget and financial management strategy • continuous improvement process established for the project • contract management • cost estimates • evaluation criteria • expected outcomes/measurable benefits of the project • facilities • inclusions and exclusions from project • information/communication strategy • intellectual property strategies • milestones • objectives • outputs/project deliverables and their acceptance criteria • people plan including human resource management and human resource development • performance criteria/indicators • project control mechanisms • project implementation strategy • project governance strategy

RANGE STATEMENT

	• purpose • quality assurance • quality control • quality standards for project • rationale • required project resources • resource management • risk management • roles and responsibilities • schedule/timeline • task/work breakdown structure (WBS)
<i>Project management tools may include</i>	• risk analysis • organisational project governance framework • communications plan • reporting framework • project management software and other tools: • Gantt and bar charts • Program Evaluation and Review Technique (PERT) charts • Critical Path Method • cost schedule control system • logistics support analysis • life cycle cost analysis • spreadsheets • recording systems - electronic and manual
<i>Support may include</i>	• mentoring and coaching • feedback • encouragement • additional physical and human resources (within allocated budget) if and as required • regular meetings
<i>Recordkeeping may include systems for</i>	• financial data including costs, expenditure, income generated, purchases, contracts • quality data including survey, needs, test results • recording of time spent on project and progress in completing project • progress reports • performance reports against milestones • correspondence • samples, prototypes, models • project deliverables/outputs and outcomes

RANGE STATEMENT

Component plans may relate to

- risk management
- schedule management
- financial management
- communication, including reporting
- resources management
- logistics management
- scope management
- change management
- quality management
- people management

Risk management may include

- removing the risk
- minimising the risk
- accepting the risk
- preparing a contingency plan
- allocation of reserves
- reducing costs
- researching and applying more efficient methods of completing project tasks
- seeking further resources to meet deadline
- negotiating an extension of deadline or redefining completion or quantities or quality of deliverables
- sharing of ideas to gain improvements to work undertaken within the project
- outsourcing some aspects of the project
- changing roles and responsibilities within project team

Sign-offs may be required by

- project sponsor
- business owner of the project
- program manager
- specialist project management office
- chief executive officer, manager or management representative
- funding body
- customer or client

Unit Sector(s)

Not applicable.

Competency field

Competency field Project Management

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

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

- 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:

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

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

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

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

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

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

SRXHRM001B Manage volunteers

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 required to recruit and retain volunteers.

This unit has been developed for the Community Recreation, Fitness, Outdoor Recreation and Sport Industry Training Packages.

This unit covers the knowledge and skills required to recruit and retain volunteers.

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

Element

Performance Criteria

1 Research and document needs for volunteer involvement	1.1 Identify requirements of the organisation's human resource plan and financial plan to ensure consistency
	1.2 Assess and document benefits to the organisation and volunteers deriving from their involvement in the human resource plan
2 Undertake volunteer recruitment	2.1 Define the purpose and role of volunteers in an appropriate position description
	2.2 Identify and incorporate volunteer rewards into the recruitment program
	2.3 Communicate/delegate responsibility for volunteer coordination to relevant parties in the workplace environment
	2.4 Identify target areas from which volunteers might be recruited
	2.5 Provide opportunities for potential volunteers to experience work roles in sport and recreation industry sectors prior to commitment
3 Maximise volunteer retention	3.1 Ensure the human resource plan reflects the organisation's policy of developing a climate of recognition and support for volunteers
	3.2 Identify and incorporate individual requirements of volunteers into work role design
	3.3 Arrange suitable induction and training for volunteers on an ongoing basis to ensure work roles, volunteer activities , responsibilities and rights are clearly understood
4 Ensure a positive experience for volunteers	4.1 Hold Counselling and reviews of work roles regularly with volunteers and areas of concern identified for further action
	4.2 Identify and incorporate social and other motivations of volunteers in work design programs

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 managing volunteers in the work environment

Assessment of performance should be over a period of time covering one category from the industry sector and all other categories of all the Range Statements that are applicable in the learner's environment

Assessment must confirm the ability to apply this knowledge and appropriate techniques to

ensure the organisation's human resources plan and financial plan incorporate the requirements of the organisation's volunteers

ensure sufficient volunteers are recruited and maintained to fulfil all functions identified as a volunteer function

ensure appropriate training is provided to volunteers to maximise their contribution to the organisation

undertake periodical counselling and reviews with volunteers and incorporate identified areas of concern in future planning processes

Interdependent assessment of units

This unit must be assessed after attainment of competency in the following unit(s)

BSBMGT605A Provide leadership across the organisation

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)

BSBHR402A Recruit and select personnel

Required knowledge and skills

Required knowledge

Recruitment methods and training processes

Organisation's policy and procedures for developing job descriptions

Organisation's strategic planning processes

Work supervision

Team facilitation

Insurance and relevant policies

Organisational systems, policy and procedures for industrial awards and agreements

Equal Employment Opportunity legislation

Occupational Health and Safety legislation

Required skills

Communication - written and verbal

Team and human resource management

Counselling/mentoring

Resource implications

Physical resources - Assessment of this unit of competency requires access to

A real work environment in which volunteers play a vital role

Associated resources and information relevant to the work environment

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) should

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 National Competency Standards for Assessment: BSZ 401A, BSZ 402A and BSZ 403A

Consistency in performance

Due to issues such as variations in contextual issues, this unit of competency must be assessed over a period of time in order to ensure consistency of performance over the Range Statements and contexts applicable to the learner's work environment

Context of assessment

This unit of competency must be assessed in the context of a sport or recreation activity with the participation of volunteers. For valid and reliable assessment the sport or recreation activity should closely replicate the work environment. The environment should be safe with the hazards, circumstances and equipment likely to be encountered in a real workplace

This unit of competency should be assessed through the 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
2	2	2	2	-	2	-

These levels do not relate to the Australian Qualifications 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 and evaluating information

on
organisatio
nal needs
and
matching
volunteers
to meet
needs

**Communic
ating ideas
and
informatio
n -**

Communic
ating
information
both shared
and in a
confidential
context
with
colleagues
and
volunteers

**Planning
and
organising
activities -**

Planning
and
organising
the
recruitment
and training
of
volunteers

**Working
with teams
and others**

- Managing
the training
of
volunteers
and
collaboratin
g with
others as to

progress

**Using
mathematical ideas
and
techniques**

- Not
applicable

**Solving
problems -**
Resolving
difficulties
experienced
by
volunteers

**Using
technology**

- Not
applicable

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

Industry sector

CATEGORIES

[one category]

sport

	fitness outdoor recreation community recreation
Position description	[all categories] elements, including required knowledge skills and attributes responsibilities accountability commitment rewards reimbursement of costs uniform
Relevant legislation and industry codes	[all categories] may include but are not limited to Occupational Health and Safety consumer affairs equal opportunity company code organisation articles of association professional association regulations codes and guidelines
Role of volunteers	[all categories] identify roles, including coach fundraiser instructor judge umpire referee administrator organiser leader

catering
team support
management of events
projects
finance
administration of facilities
administration of equipment/uniforms
assist with marketing/promotions
technical assistance
maintenance
run events
supervision of children
activity leaders
transport

Social and other motivations

[all categories]
factors impacting on motivation, including:
socialisation
enjoyment
loyalty
desire to do something different
support of family members and/or friends
meet new people
break from routine
sense of involvement
learn new skills
increased self esteem
pathway to employment
travel
acknowledgment
status

Target areas

[all categories]
may include but are not limited to
past and present membership

Volunteer activities

family
friends
local community and community groups
volunteer agencies
unemployed people
service organisations
[all categories]
types, including
events
fixtures
supporting
classes
training
administration
controlling
coaching
officiating
safety
mentoring

Volunteer rewards

[all categories]
outcomes in terms of rewards, including
free admittance to
games/competitions/events
free/discounted merchandise
meet new people
break from routine
sense of involvement
learn new skills
increased self esteem
pathway to employment

Work environment

[all categories]
varies with respect to
size of organisation

type of organisation

location

complexity

product/service range

Unit Sector(s)

Not applicable.

TAATAS503B Manage contracted work

Modification History

Not applicable.

Unit Descriptor

This unit specifies the competency required to manage work undertaken under contract.

Application of the Unit

This unit addresses the competency of managing externally contracted work as the supplier of goods and/or services. It involves finalising the planning process for contracted projects/services, managing contract performance, monitoring contract requirements and evaluating contract outcomes.

This unit could be applied in a broad range of contexts as well as vocational education and training. In the training and assessment context managing contracted work is a critical area of competency applied to the provision of services, for example, User Choice arrangements, and to training and/or assessment projects which may be related to research or product development.

This competency applies to the supplier of contracted services where the client is the purchaser.

The competency of managing contracts as the purchaser is addressed separately in **PSPPROC602A Direct the management of contracts**, a unit from the Public Sector Training package. The competency of preparing a tender bid to undertake the contracted work is separately addressed in **TAATAS502B Prepare a tender bid**.

Achievement of this unit requires skills in exercising consideration, discretion and judgement using a range of problem solving and decision making techniques.

This unit addresses the competency of managing contracted projects/services when this function represents part of an individuals overall work responsibilities as distinct from being the primary focus of work. In the latter context, users are referred to the units in the project management domain in the **BSB01 Business Services Training Package**.

This unit provides generic competency required of many training and/or assessment personnel that is applied to and can be demonstrated with a number of other units in the **TAA04 Training and Assessment Training Package**. Suggested examples are listed at the end of this unit.

The competency specified in this unit is typically required by trainers/facilitators, assessors, teachers, training product developers, program coordinators, consultants, supervisors and managers.

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 Develop effective planning instruments	1.1 The contract is negotiated with the client and finalised in accordance with successful tender bid, any negotiated changes to tender specifications and legal/organisational contractual requirements 1.2 Strategies for achieving contractual outcomes are developed in consultation with the client and relevant people 1.3 Quality assurance goals and strategies are established in consultation with relevant people and in accordance with legal/organisational requirements 1.4 A risk management plan to identify, assess and control risks is developed in accordance with legal/organisational requirements 1.5 Planning arrangements are documented and presented to the client for sign-off, where required

2	Organise resources and support processes	2.1 Financial, physical, material and human resource requirements are organised in accordance with identified needs
		2.2 Effective communication strategies are established to support project development/service delivery
		2.3 Contingency arrangements are put in place
3	Manage implementation of contractual requirements	3.1 Progress in achieving contractual requirements and outputs is systematically monitored and reported to client
		3.2 Expenditure and resource usage is monitored and controlled to ensure outcomes are achieved within specified budget parameters
		3.3 Issues and difficulties are addressed through application of risk management plan and relevant skills
		3.4 Quality is monitored to ensure outcomes/outputs meet client requirements
		3.5 Contract variations are determined, where necessary, and verified and agreed with client
		3.6 Project is completed/service provision wound up in accordance with contract timelines
		3.7 Financial audit is organised in accordance with contract requirements
4	Evaluate management efficacy	4.1 Established evaluation methods are identified and used to evaluate management approach, processes and contract outcomes
		4.2 Evaluation findings are documented and presented to relevant people, where required
		4.3 Outcomes are reflected upon to identify changes and improvements in managing similar contracts

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 plan and manage project activities and monitor resource requirements to ensure effective contracted training and/or assessment project/service outcomes.

The developed strategies used as evidence must: highlight effective consultation with a range of individuals to support and ensure achievement of project outcomes; include quality assurance goals and strategies to ensure legal/organisational requirements have been met, a risk management plan to identify potential/real issues and control risks, highlight evaluation techniques used to monitor the project's progress; maintain accurate records and documents and show how the candidate has maintained a broad knowledge of relevant industry practices and policies in relation to vocational education and training.

Evidence Requirements

Required knowledge includes:

project management concepts and principles
contingency and risk analysis techniques
key project success factors and typical project pitfalls
legal and ethical responsibilities, including:
maintaining client privacy and confidentiality
providing accurate information
meeting environmental standards
compliance with relevant Commonwealth and state/territory legislation

project management systems and tools, for example:
critical path method
bar and Gantt charts
program evaluation and review technique (PERT)

quality standards in relation to project management

continuous improvement processes

the vocational education and training environment, for example:

Australian Qualifications Framework (AQF)

Training Packages

organisation's quality systems, such as:

strategic planning processes

issues relating to client satisfaction

recording systems

relevant policy, legislation, codes of practice and national standards including Commonwealth and state/territory legislation, for example:

copyright and privacy laws in terms of electronic technology

security of information

recording information and confidentiality requirements

licensing requirements

vocational education and training requirements

duty of care under common law

anti-discrimination including equal opportunity, racial vilification and disability discrimination

the industrial relations system, industry/workplace relations, and industrial awards/enterprise agreements

OHS relating to management of external projects/services, including:

legislative requirements for information and consultation relevant to safety

elements of an OHS management system as

it applies to a training and/or assessment organisation

nature of OHS risks that should be identified and addressed by a training and/or assessment organisation during the planning stage of the project/service

Required skills and attributes include:

communication and negotiation skills to:
define and monitor objectives of the project team

influence and negotiate project outcomes with key stakeholders

literacy skills to:

interpret organisation's goals for the project
follow clear and detailed instructions

writing skills to:

develop strategies for achieving contractual outcomes

develop quality assurance goals and strategies

develop a risk management plan

prepare written reports on project's progress

technology skills to:

create a project schedule using the critical path method and Gantt chart

use spreadsheets and project management software

communication and negotiation skills to:

consult effectively with a range of individuals to ensure achievement of project outcomes

gain agreement on project processes and timelines

project planning skills to:
schedule activities
integrate scope, resources, accountabilities,
costs and deliverables
work within agreed timeframes and
budgetary constraints

team leadership skills to:
establish and manage effective team
relationships
develop a high performance project team and
assess team performance

time management skills to:
plan, schedule and track project schedule
logically sequence project activities
establish project milestones and use a
milestone chart

numeracy skills to:
create a project budget
forecast predictions
check calculations and outcomes

problem solving skills to:
promptly identify potential barriers to project
outcomes
analyse project risks and establish
contingencies

**Products that could be used as evidence
include:**

strategies for achieving contractual outcomes
risk management plan
quality assurance goals and strategies
documented monitoring and reporting
arrangements
documented roles and responsibilities of

	personnel associated with implementation of the project
	contingency arrangements
	prepared documentation and/or checklists to support planning and implementation of the project plan
	recommendations for improvement to project processes
Processes that could be used as evidence include:	how work activities were scheduled and agreed
	how and when monitoring of reporting arrangements and expenditure and resource usage were conducted
	how technology was used to monitor project's progress and evaluate project outcomes
	how and when risks were identified and analysed
	how key individuals were consulted
Resource implications for assessment include:	access to competency standards
	access to assessment materials and tools
	access to suitable assessment venue/equipment
	workplace documentation
	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

Specific evidence requirements must include:

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

strategies for achieving contractual outcomes

a risk management plan

established quality assurance goals and strategies

implemented communication strategies

contingency arrangements

completed progress reports

monitored and controlled expenditure and resource usage

summary of methods used to evaluate project processes and outcomes

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:

TAATAS501B Undertake organisational training needs analysis

TAATAS502B Prepare a tender bid

TAADES502B Design and develop learning resources

TAADES503B Research and design e-learning resources

TAADES504B Develop and evaluate e-learning resources

TAADES505B Research and develop competency standards

TAAASS403B Develop assessment tools.

Range Statement

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

internal/external
an enterprise
a department/division
an industry sector
a professional association
a community organisation
a government organisation

Relevant people may include:

other members of the tender team
industry groups
program managers/trainers/facilitators and assessors/coordinators/senior management
industry regulators
members of professional associations
staff of government departments and organisations
external consultants
personnel responsible for monitoring the training and/or assessment organisation's services provision
users of training information such as finance personnel, human resource personnel, employers
contract manager
private/government funding bodies
union/employee representatives

Quality assurance goals and strategies may include:

reporting procedures and protocols
procedures for monitoring and evaluating

project outcomes and client satisfaction

compliance with the Australian Quality Training Framework (AQTF) **Standards for Registered Training Organisations (RTOs)**, where relevant

continuous improvement strategies

reducing risk by anticipating, evaluating and developing strategies for the management of possible problems

a formal structure against which progress can be evaluated

mechanisms for involving a wide variety of interested parties or stakeholders in the project

budgets and timetables which enable the commitment of resources at appropriate points in the project

contingency plans to cater for a change of corporate focus or significant project difficulties

Legal requirements may include:

standards for training and/or assessment organisations

state or territory registering body requirements

industrial relations award and enterprise agreements and relevant industrial arrangements

confidentiality and privacy requirements

scope of registration

relevant legislation from all levels of government that affects business operation

OHS issues

environmental issues

equal opportunity

industrial relations and anti-discrimination

relevant industry codes of practice

Organisational requirements may include:

quality assurance and/or procedures manuals

goals, objectives, plans, systems and

processes
legal and organisational policy/guidelines
recording and reporting procedures
business and performance plans
access and equity principles and practices
confidentiality requirements
ethical standards
collaborative/partnership arrangements
OHS policies, procedures and programs
quality and continuous improvement
processes and standards
defined resource parameters

Risk management plan may describe:

the process which will be used to identify, analyse and manage risks, both initially and throughout the life of the project
how often risks will be reviewed, the process for review and who will be involved
who will be responsible for which aspects of risk management
how risk status will be reported and to whom
the initial snapshot of the major risks and current grading
planned strategies for reducing likelihood and seriousness of each risk (mitigation strategies) and who will be responsible for implementing them

Risks to the effective management of the project may include:

competing work demands
technology/equipment breakdowns
workplace hazards, risks and controls
learning resource and learning materials availability
budget constraints
time delays
inadequate active participation in the quality management process by all stakeholders
availability of suitably qualified staff

adherence to the Australian Quality Training Framework (AQTF) **Standards for Registered Training Organisations (RTOs)**

Documented planning may include:

objectives, scope and expected benefits of the project
project management methodology to be used
structure of the project
targets and milestones
budgets and timetables which enable the commitment of resources at appropriate points in the project
contingency plans to cater for changes or significant project difficulties
acquisition strategies
risk management plans, including:
OHS hazards and risks identified
strategies to control the risk
methods of monitoring during the life cycle of the project/service

project implementation plans
consultation strategies to involve stakeholders
transition plans
specifications
quality assurance procedures

Communication strategies may include:

client-centred approaches
ongoing liaison with stakeholders
effective reporting arrangements
continuous feedback mechanisms

Contingency arrangements may include:

sub-contracting work
re-determining timelines
re-evaluating risk management strategies
sourcing independent external advice

Systematically monitored may include the:

- measurement/achievement of set outcomes
- completion of contract phases/requirements
- achievement of key tasks/project phases
- reviewing/updating of progress reports
- reviewing contract requirements

Relevant skills may include:

- sound communication skills
- sound interpersonal skills
- sound time management skills
- sound negotiation skills
- sound problem solving skills
- sound change management skills

Evaluation methods could be qualitative or quantitative and may include:

- observation
- questionnaires
- checklists
- interviews
- focus groups
- expert and peer reviews
- cost data analyses

Unit Sector(s)

Not applicable.

Competency Field

Training Advisory Services

TDTA997B Complete and check import/export documentation

Modification History

Not applicable.

Unit Descriptor

Field A Handling cargo/stock

This unit involves the skills and knowledge required to complete import and export documentation including identifying procedures required for documentation for import/export of goods and completing documentation to meet regulatory and workplace requirements.

Field A Handling cargo/stock

This unit involves the skills and knowledge required to complete import and export documentation including identifying procedures required for documentation for import/export of goods and completing documentation to meet regulatory and workplace requirements.

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

Element	Performance Criteria
1 Identify procedures required for documentation for import/export of goods	1.1 a.Documents required for goods are identified 1.2 b.Content requirements for each section of the documentation are applied 1.3 c.Requirements for permits are identified and implications noted 1.4 d.Procedures for obtaining clearances including Export Clearance Numbers (ECN) are identified and followed 1.5 e.Letters of credit are identified and implications of each noted
2 Complete and check documentation to meet regulatory and workplace requirements	2.1 a.Workplace procedures for authorisations are followed 2.2 b.Data entry for documents are completed 2.3 c.Entries are checked to ensure they meet customs and workplace requirements 2.4 e.Letters of credit are checked to ensure they meet commercial, transport and overseas requirements 2.5 f.Dangerous goods documentation is checked in accordance with regulatory requirements and workplace procedures 2.6 g.Workplace records are completed and filed to workplace requirements

Required Skills and Knowledge

Not applicable.

Evidence Guide

Critical aspects of evidence to be considered

a. Assessment must confirm appropriate knowledge and skills to:

a.1. identify procedures required for documentation for import/export of goods

- a.2. complete and check documentation and records to meet regulatory and enterprise requirements
- a.3. provide customer/client service and work effectively with others
- a.4. convey information in written and oral form
- a.5. locate, interpret and apply relevant information
- a.6. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
- a.7. prepare documentation using letters of credit and to meet workplace and customer's/transport organisation's requirements

Interdependent assessment of units

- a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- a. Australian and international standards, codes and regulations relevant to the import and export of cargo/freight
- b. Relevant OHS and environmental protection procedures and guidelines
- c. Workplace procedures and policies for the completion of import/export documentation
- d. Focus of operation of work systems, equipment, management and site operating systems for obtaining customs clearances
- e. Problems that may occur when completing import/export documentation and appropriate action that can be taken to resolve the problems
- f. Documentation requirements for the import/export of cargo/freight
- g. Ability to select and use relevant communications/computing/office equipment when completing import/export documentation
- h. Ability to modify activities depending on differing workplace contexts, risk situations and environments
- i. Ability to read and comprehend simple statements in English
- j. Ability to read and interpret instructions, procedures and labels relevant to the import/export of cargo/freight

Resource implications

- a. Access is required to opportunities to:
 - a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to complete import/export documentation, and/or
 - a.2. complete import/export documentation in an appropriate range of operational situations

Consistency in performance

- a. Applies underpinning knowledge and skills when:

- a.1. identifying required procedures
- a.2. completing and checking required documentation and records
- a.3. providing customer/client service and working effectively with others
- a.4. conveying information in written and oral form
- a.5. locating, interpreting and applying relevant information
- a.6. preparing documentation using letters of credit and to meet workplace and customer's/transport organisation's requirements
- b. Shows evidence of application of relevant workplace procedures including:
 - b.1. relevant standards, codes of practice and legislative requirements including local and international regulations pertaining to the import/export of cargo
 - b.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods, explosives and hazardous substances
 - b.3. workplace procedures and instructions (including security and housekeeping procedures)
 - b.4. OHS policies and procedures
 - b.5. issue resolution procedures
 - b.6. obtaining assistance from other team members when required
 - b.7. relevant guidelines relating to the safe use of equipment
 - b.8. customer service and quality assurance procedures and policies
 - b.9. environmental protection procedures
- c. Action is taken promptly to report and/or rectify any potential difficulties in safely shifting a load in accordance with OHS requirements and workplace procedures
- d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- f. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- a. Assessment of this unit must be undertaken by a Registered Training Organisation:
 - a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - a.2. Appropriate practical assessment must occur:
 - a.2.1. at the Registered Training Organisation, and/or
 - a.2.2. in an appropriate work situation

Critical aspects of evidence to be considered

- a. Assessment must confirm appropriate knowledge and skills to:

- a.1. identify procedures required for documentation for import/export of goods
- a.2. complete and check documentation and records to meet regulatory and enterprise requirements
- a.3. provide customer/client service and work effectively with others
- a.4. convey information in written and oral form
- a.5. locate, interpret and apply relevant information
- a.6. select and use appropriate workplace colloquial and technical language and communication technologies in the workplace context
- a.7. prepare documentation using letters of credit and to meet workplace and customer's/transport organisation's requirements

Interdependent assessment of units

- a. This unit of competency may be assessed in conjunction with other units that form part of a worker's job function

Required knowledge and skills

- a. Australian and international standards, codes and regulations relevant to the import and export of cargo/freight
- b. Relevant OHS and environmental protection procedures and guidelines
- c. Workplace procedures and policies for the completion of import/export documentation
- d. Focus of operation of work systems, equipment, management and site operating systems for obtaining customs clearances
- e. Problems that may occur when completing import/export documentation and appropriate action that can be taken to resolve the problems
- f. Documentation requirements for the import/export of cargo/freight
- g. Ability to select and use relevant communications/computing/office equipment when completing import/export documentation
- h. Ability to modify activities depending on differing workplace contexts, risk situations and environments
- i. Ability to read and comprehend simple statements in English
- j. Ability to read and interpret instructions, procedures and labels relevant to the import/export of cargo/freight

Resource implications

- a. Access is required to opportunities to:
 - a.1. participate in a range of exercises, case studies and other simulated practical and knowledge assessments that demonstrate the skills and knowledge to complete import/export documentation, and/or
 - a.2. complete import/export documentation in an appropriate range of operational situations

Consistency in performance

- a. Applies underpinning knowledge and skills when:
 - a.1. identifying required procedures
 - a.2. completing and checking required documentation and records
 - a.3. providing customer/client service and working effectively with others
 - a.4. conveying information in written and oral form
 - a.5. locating, interpreting and applying relevant information
 - a.6. preparing documentation using letters of credit and to meet workplace and customer's/transport organisation's requirements
- b. Shows evidence of application of relevant workplace procedures including:
 - b.1. relevant standards, codes of practice and legislative requirements including local and international regulations pertaining to the import/export of cargo
 - b.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods, explosives and hazardous substances
 - b.3. workplace procedures and instructions (including security and housekeeping procedures)
 - b.4. OHS policies and procedures
 - b.5. issue resolution procedures
 - b.6. obtaining assistance from other team members when required
 - b.7. relevant guidelines relating to the safe use of equipment
 - b.8. customer service and quality assurance procedures and policies
 - b.9. environmental protection procedures
- c. Action is taken promptly to report and/or rectify any potential difficulties in safely shifting a load in accordance with OHS requirements and workplace procedures
- d. Performance is demonstrated consistently over a period of time and in a suitable range of contexts
- e. Recognises and adapts appropriately to cultural differences in the workplace, including modes of behaviour and interactions among staff and others
- f. Work is completed systematically with required attention to detail without damage to goods, equipment or personnel

Context for assessment

- a. Assessment of this unit must be undertaken by a Registered Training Organisation:
 - a.1. As a minimum, assessment of knowledge must be conducted through appropriate oral and/or written questioning
 - a.2. Appropriate practical assessment must occur:
 - a.2.1. at the Registered Training Organisation, and/or
 - a.2.2. in an appropriate work situation

Range Statement

General context

- a. Work must be carried out in compliance with the relevant standards, regulations and workplace requirements concerning the completion and checking of import/export documentation
- b. Work is performed under some supervision generally within a team environment
- c. Work involves the application of workplace procedures and regulatory requirements to the completion/checking of import/export documentation as part of work activities in the warehousing, distribution and/or storage industries

Worksite environment

- a. Work may be conducted in a range of work environments by day or night
- b. Customers may be internal or external
- c. Workplaces may comprise large, medium or small worksites
- d. Work may be conducted in:
 - d.1. limited or restricted spaces
 - d.2. exposed conditions
 - d.3. controlled or open environments
- e. Cargo may include goods with specialist requirements, including temperature controlled goods and dangerous goods
- f. Hazards in the work area may include exposure to:
 - f.1. chemicals
 - f.2. dangerous or hazardous substances
 - f.3. movements of equipment, goods and materials
- g. Consultative processes may involve:
 - g.1. other employees and supervisors
 - g.2. suppliers, customers and clients
 - g.3. relevant authorities and institutions
 - g.4. management and union representatives
 - g.5. industrial relations and OHS specialists
 - g.6. other maintenance, professional or technical staff
- h. Communication in the work area may include:
 - h.1. phone
 - h.2. electronic data interchange (EDI)
 - h.3. fax
 - h.4. e-mail

h.5. Internet

h.6. radio

h.7. oral, aural or signed communications

i. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:

i.1. company procedures

i.2. enterprise procedures

i.3. organisational procedures

i.4. established procedures

Sources of information/documents

a. Information/documents may include:

a.1. goods identification numbers and codes

a.2. manifests, picking slips, merchandise transfers, stock requisitions and bar codes, and container identification/serial number

a.3. Australian and international codes of practice and regulations relevant to import/export of cargo

a.4. Australian and international standards, regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances

a.5. operations manuals, job specifications and induction documentation

a.6. manufacturer's specifications for equipment

a.7. workplace procedures and policies

a.8. supplier and/or client instructions

a.9. dangerous goods declarations and material safety data sheets (where applicable)

a.10. award, enterprise bargaining agreement, other industrial arrangements

a.11. relevant Australian standards and certification requirements

a.12. quality assurance procedures

a.13. emergency procedures

Applicable regulations and legislation

a. Applicable regulations and legislation may include:

a.1. relevant standards, codes and regulations for the import/export of cargo

a.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:

a.2.1. Australian and International Dangerous Goods Codes

a.2.2. Australian Marine Orders and the International Maritime Dangerous Goods Code

a.2.3. IATA's 'Dangerous Goods by Air' regulations

- a.2.4. Australian and International Explosives Codes
- a.3. licence, patent or copyright arrangements
- a.4. water and road use and licence arrangements
- a.5. export/import/quarantine/bond requirements
- a.6. marine orders
- a.7. relevant Australian standards and certification requirements
- a.8. relevant State/Territory OHS and environmental protection legislation
- a.9. workplace relations regulations
- a.10. workers compensation regulations

General context

- a. Work must be carried out in compliance with the relevant standards, regulations and workplace requirements concerning the completion and checking of import/export documentation
- b. Work is performed under some supervision generally within a team environment
- c. Work involves the application of workplace procedures and regulatory requirements to the completion/checking of import/export documentation as part of work activities in the warehousing, distribution and/or storage industries

Worksite environment

- a. Work may be conducted in a range of work environments by day or night
- b. Customers may be internal or external
- c. Workplaces may comprise large, medium or small worksites
- d. Work may be conducted in:
 - d.1. limited or restricted spaces
 - d.2. exposed conditions
 - d.3. controlled or open environments
- e. Cargo may include goods with specialist requirements, including temperature controlled goods and dangerous goods
- f. Hazards in the work area may include exposure to:
 - f.1. chemicals
 - f.2. dangerous or hazardous substances
 - f.3. movements of equipment, goods and materials
- g. Consultative processes may involve:
 - g.1. other employees and supervisors
 - g.2. suppliers, customers and clients
 - g.3. relevant authorities and institutions

- g.4. management and union representatives
- g.5. industrial relations and OHS specialists
- g.6. other maintenance, professional or technical staff
- h. Communication in the work area may include:
 - h.1. phone
 - h.2. electronic data interchange (EDI)
 - h.3. fax
 - h.4. e-mail
 - h.5. Internet
 - h.6. radio
 - h.7. oral, aural or signed communications
- i. Depending on the type of organisation concerned and the local terminology used, workplace procedures may include:
 - i.1. company procedures
 - i.2. enterprise procedures
 - i.3. organisational procedures
 - i.4. established procedures

Sources of information/documents

- a. Information/documents may include:
 - a.1. goods identification numbers and codes
 - a.2. manifests, picking slips, merchandise transfers, stock requisitions and bar codes, and container identification/serial number
 - a.3. Australian and international codes of practice and regulations relevant to import/export of cargo
 - a.4. Australian and international standards, regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances
 - a.5. operations manuals, job specifications and induction documentation
 - a.6. manufacturer's specifications for equipment
 - a.7. workplace procedures and policies
 - a.8. supplier and/or client instructions
 - a.9. dangerous goods declarations and material safety data sheets (where applicable)
 - a.10. award, enterprise bargaining agreement, other industrial arrangements
 - a.11. relevant Australian standards and certification requirements
 - a.12. quality assurance procedures
 - a.13. emergency procedures

Applicable regulations and legislation

- a. Applicable regulations and legislation may include:
 - a.1. relevant standards, codes and regulations for the import/export of cargo
 - a.2. Australian and international regulations and codes of practice for the handling and transport of dangerous goods and hazardous substances, including:
 - a.2.1. Australian and International Dangerous Goods Codes
 - a.2.2. Australian Marine Orders and the International Maritime Dangerous Goods Code
 - a.2.3. IATA's 'Dangerous Goods by Air' regulations
 - a.2.4. Australian and International Explosives Codes
 - a.3. licence, patent or copyright arrangements
 - a.4. water and road use and licence arrangements
 - a.5. export/import/quarantine/bond requirements
 - a.6. marine orders
 - a.7. relevant Australian standards and certification requirements
 - a.8. relevant State/Territory OHS and environmental protection legislation
 - a.9. workplace relations regulations
 - a.10. workers compensation regulations

Unit Sector(s)

Not applicable.

THHGFA02B Maintain financial records

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to maintain accurate financial records in a range of business contexts. It focuses on generic bookkeeping skills and principles and must therefore be contextualised to meet specific industry contexts. In the workplace, this function may be integrated with other activities and systems such as guest registration or travel file management. It would be assessed and trained accordingly.

This unit deals with the skills and knowledge required to maintain accurate financial records in a range of business contexts. It focuses on generic bookkeeping skills and principles and must therefore be contextualised to meet specific industry contexts. In the workplace, this function may be integrated with other activities and systems such as guest registration or travel file management. It would be assessed and trained accordingly.

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

Element	Performance Criteria
1 Post transactions	1.1 Interpret source documents accurately in preparation for entering transaction. 1.2 Identify any irregularities in documentation promptly and take action to resolve within scope of individual responsibility and designated timelines. 1.3 Check or obtain correct authorisation for entry. 1.4 Select correct account and journal for intended entry. 1.5 Enter credit and debit transactions into journals accurately, including correct allocation of all amounts, within designated timelines. 1.6 Support journal entries with explanation and cross-referencing to support documentation where necessary 1.7 Cross-check source documentation with entered transaction to ensure matching. 1.8 File source documents in the correct location and in accordance with enterprise procedures.
2 Reconcile transactions to a balance	2.1 Check documentation and balances accurately to ensure matching. 2.2 Where appropriate, use reconciliation features of computerised systems correctly to assist the reconciliation process. 2.3 Investigate and clear outstanding entries accurately and promptly. 2.4 Identify, investigate or report discrepancies in accordance with scope of individual responsibility. 2.5 Finalise reconciliations accurately and within designated timelines.
3 Retrieve financial information	3.1 Interrogate financial records correctly to identify required information. 3.2 Generate and distribute relevant financial information or reports at designated times and in

accordance with requests from colleagues.

- 3.3 Check financial reports for accuracy prior to distribution.
- 3.4 Identify, investigate or report discrepancies in accordance with scope of individual responsibility.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

features of financial record keeping systems relevant to the industry sector or enterprise

the bookkeeping cycle relevant to a particular industry sector or enterprise

principles of bookkeeping and general understanding of bookkeeping terminology including chart of accounts, reporting period, ledgers, double-entry, debits, credits, debtors, creditors, income, expenditure, receipts, disbursements, transactions, journals, accounts, reconciliations, unrepresented cheques, bank charges, direct debits and credits

the impact of GST on the bookkeeping process in the relevant industry context, including the types of transactions that attract GST or are GST exempt and the reporting requirements for GST for different businesses

bookkeeping terminology of specific relevance to the industry sector or enterprise

income and expenditure types relevant to a particular industry sector or enterprise

the nature of source documents relevant to a particular industry sector or enterprise.

Linkages to Other Units

This unit is linked to other operational units and combined training and assessment may be appropriate. The operational and service units would vary depending upon the industry context but may include units such as:

THHBFO2B Provide accommodation reception services

Critical Aspects of Assessment

Evidence of the following is critical:

understanding of financial record-keeping processes as they apply to a particular industry sector or enterprise

ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements

ability to complete accurate reconciliations and resolve routine bookkeeping problems within enterprise-acceptable timeframes.

Context of Assessment and Resource Implications

Assessment must ensure:

use of industry-current accounting systems

posting of multiple transactions of different types over a period of time to reflect the typical trading/reporting period within a given sector or enterprise

completion of reconciliations which include data of a size, scope and nature to reflect current industry practice

generation of financial information and routine reports which reflects current industry format and practices

presence of time constraints that reflect the relevant industry environment

integration of problem-solving (eg. identifying and resolving errors in reports)

Assessment Methods

Assessment methods must be chosen to ensure that skills in maintaining financial records can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate using a system to post transactions

review of the accuracy of reconciliations, financial records or reports prepared by the candidate

review of documentation used or prepared by the candidate to prepare financial records

problem-solving exercises to address typical bookkeeping errors and problems

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Collating source documentation ready for system entry (1)

Communicating Ideas and Information

For example:

Providing an update to management on the status of a particular account (1)

Planning and Organising Activities

For example:

Filing documentation (1)

Working with Others and in Teams

For example:

Checking with a colleague on a bookkeeping issue (1)

Using Mathematical Ideas and Techniques

For example:

Entering amounts accurately into the accounting system (1)

Solving Problems

For example:

Investigating a discrepancy on a source document (1)

Using Technology

For example:

Generating reports from the accounting system (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

features of financial record keeping systems relevant to the industry sector or enterprise

the bookkeeping cycle relevant to a particular industry sector or enterprise

principles of bookkeeping and general understanding of bookkeeping terminology including chart of accounts, reporting period, ledgers, double-entry, debits, credits, debtors, creditors, income, expenditure, receipts, disbursements, transactions, journals, accounts, reconciliations, unpresented cheques, bank charges, direct debits and credits

the impact of GST on the bookkeeping process in the relevant industry context, including the types of transactions that attract GST or are GST exempt and the reporting requirements for GST for different businesses

bookkeeping terminology of specific relevance to the industry sector or enterprise

income and expenditure types relevant to a particular industry sector or enterprise

the nature of source documents relevant to a particular industry sector or enterprise.

Linkages to Other Units

This unit is linked to other operational units and combined training and assessment may be appropriate. The operational and service units would vary depending upon the industry context but may include units such as:

THHBFO2B Provide accommodation reception services

Critical Aspects of Assessment

Evidence of the following is critical:

understanding of financial record-keeping processes as they apply to a particular industry sector or enterprise

ability to maintain accurate records within acceptable enterprise timeframes and in accordance with enterprise requirements

ability to complete accurate reconciliations and resolve routine bookkeeping problems within enterprise-acceptable timeframes.

Context of Assessment and Resource Implications

Assessment must ensure:

use of industry-current accounting systems

posting of multiple transactions of different types over a period of time to reflect the typical trading/reporting period within a given sector or enterprise

completion of reconciliations which include data of a size, scope and nature to reflect current industry practice

generation of financial information and routine reports which reflects current industry format and practices

presence of time constraints that reflect the relevant industry environment

integration of problem-solving (eg. identifying and resolving errors in reports)

Assessment Methods

Assessment methods must be chosen to ensure that skills in maintaining financial records can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

direct observation of the candidate using a system to post transactions

review of the accuracy of reconciliations, financial records or reports prepared by the candidate

review of documentation used or prepared by the candidate to prepare financial records

problem-solving exercises to address typical bookkeeping errors and problems

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Collating source documentation ready for system entry (1)

Communicating Ideas and Information

For example:

Providing an update to management on the status of a particular account (1)

Planning and Organising Activities

For example:

Filing documentation (1)

Working with Others and in Teams

For example:

Checking with a colleague on a bookkeeping issue (1)

Using Mathematical Ideas and Techniques

For example:

Entering amounts accurately into the accounting system (1)

Solving Problems

For example:

Investigating a discrepancy on a source document (1)

Using Technology

For example:

Generating reports from the accounting system (1)

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Financial recording and bookkeeping systems may be manual or computerised.

Source documents may include:

cheques

deposit books

cheque requisitions

tax invoices

credit notes

expense vouchers

petty cash vouchers

bank statements.

Transactions may relate to:

cash receipts
cash payments
petty cash
sales
refunds
rebates
interest expenses or interest received
direct debits and credits
returns and allowances journals
bad debts journal
main, general journal
payroll journal.

Reconciliations may relate to:

single system reconciliations
creditor statements
petty cash
foreign currency
bank reconciliations
guest accounts
travel files
taxation.

Routine financial reports may relate to:

period reports on receipts or disbursements
account summaries
short term trading information
GST paid or received.

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, tourism sectors and circumstances.

Financial recording and bookkeeping systems may be manual or computerised.

Source documents may include:

cheques
deposit books
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credit notes

expense vouchers

petty cash vouchers

bank statements.

Transactions may relate to:

cash receipts

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sales

refunds

rebates

interest expenses or interest received

direct debits and credits

returns and allowances journals

bad debts journal

main, general journal

payroll journal.

Reconciliations may relate to:

single system reconciliations

creditor statements

petty cash

foreign currency

bank reconciliations

guest accounts

travel files

taxation.

Routine financial reports may relate to:

period reports on receipts or disbursements

account summaries

short term trading information

GST paid or received.

Unit Sector(s)

Not applicable.

THHGLE12B Develop and manage marketing strategies

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package.

This unit deals with the skills and knowledge required to develop and manage marketing plans and strategies within a tourism and hospitality context. It focuses on planning, monitoring and evaluation. The actual conduct of activities, which generally takes place within the framework of marketing plans, is covered in various other units such as THHGCS07B Co-ordinate marketing activities and THTSMA01B Co-ordinate the production of brochures and marketing materials. This unit equate to the units BSBMKG01A Research the market and BSBMKG403A Develop marketing strategies in the Business Services Training Package

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

Element	Performance Criteria
1 Collect and analyse information on the internal business environment	1.1 Identify and confirm core activities, customer base, business values and current business direction. 1.2 Identify and analyse information on current and past marketing and its effectiveness. 1.3 Review performance information from all areas of the business to identify strengths, weaknesses and critical success factors. 1.4 Identify and record current capabilities and resources, including the need for specialist assistance. 1.5 Identify any under-performing products and services and analyse and report on reasons for under-performance. 1.6 Record and report information in accordance with enterprise requirements.
2 Collect and analyse information on the external business environment	2.1 Identify and analyse information on expected market growth or decline with associated risk factors. 2.2 Record and analyse projected changes in the labour force, population and economic activity. 2.3 Gather and analyse comparative market information. 2.4 Identify and analyse industry and customer trends and developments, including emerging issues and technology. 2.5 Identify and analyse the legal, ethical and environmental constraints of the market and potential business impacts.

- 2.6 Record and report information in accordance with enterprise requirements.
- 3 Prepare marketing strategies or plans
 - 3.1 Identify and analyse opportunities based on internal and external market analysis.
 - 3.2 Develop strategies that are consistent with the direction, values and business plans of the enterprise.
 - 3.3 Develop strategies in consultation with key stakeholders.
 - 3.4 Prepare marketing strategies to meet legal and ethical requirements.
 - 3.5 Provide timely opportunities for colleagues to contribute to the marketing plan.
 - 3.6 Submit marketing plan for approval where appropriate in accordance with enterprise policy.
- 4 Implement and monitor marketing activities
 - 4.1 Define and communicate clearly all priorities, responsibilities, timelines and budgets, involving all appropriate colleagues.
 - 4.2 Implement and monitor actions detailed in the plan in a cost-efficient manner and according to schedule and contingencies.
 - 4.3 Produce reports in accordance with enterprise policy.
 - 4.4 Share information on marketing activities with operational staff to maintain awareness of current enterprise focus.
- 5 Conduct ongoing evaluation
 - 5.1 Evaluate marketing activities using agreed methods and benchmarks.
 - 5.2 Make adjustments in accordance with evaluation.
 - 5.3 Communicate and implement agreed changes promptly.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

data collection tools and methodologies

marketing planning techniques and formats

internal and external issues which impact on market planning in a given industry context

in-depth knowledge of tourism and hospitality industry marketing and distribution networks

legal issues that impact on marketing activities including Trade Practices and Fair Trading legislation

research and analytical skills to analyse internal and external business environments.

Linkages to Other Units

There is a very strong link between this unit and the following unit Both units focus on planning and depending upon the industry sector and workplace, combined delivery and assessment may be appropriate.

THHGLE03B Develop and implement operational plans

Note: Knowledge of specific legal issues is required within this unit. This means that there is some duplication with the generic unit THHGLE20B Develop and update the legal knowledge required for business compliance. Repetition should be avoided in training and assessment.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to develop a marketing strategy for a specific tourism and/or hospitality product, service or enterprise. Plans should identify current and relevant industry enterprise marketing issues and include a detailed, realistic implementation program

knowledge and understanding of specific implementation and monitoring issues.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities conducted over a period of time to allow the candidate to both develop and implement a marketing strategy for a given product or service

development and implementation of a marketing strategy which targets and involves individuals or businesses who have a genuine interest or potential in purchasing the product or service

involvement of stakeholders in the planning process

involvement of customers to whom products and services are marketed.

Assessment Methods

Assessment methods must be chosen to ensure that marketing planning and implementation can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the marketing aspects of a project conducted by the candidate either alone or in conjunction with industry

evaluation of reports prepared by the candidate detailing marketing plans and results achieved

case studies to assess application of marketing planning to different industry situations and contexts

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Sourcing and analysing destination visitation data for its impact on a particular product or service (3)

Communicating Ideas and Information

For example:

Writing a marketing plan (3)

Planning and Organising Activities

For example:

Co-ordinating the consultation and research phases for the development of a marketing plan (3)

Working with Others and in Teams

For example:

Conducting a brainstorming session to gain staff input into the planning process (3)

Using Mathematical Ideas and Techniques

For example:

Calculating budget figures for marketing activities (1)

Solving Problems

For example:

Developing new marketing approaches for products or services which have so far failed to meet performance expectations (3)

Using Technology

For example:

Integrating new technology into various marketing activities (2)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

data collection tools and methodologies

marketing planning techniques and formats

internal and external issues which impact on market planning in a given industry context

in-depth knowledge of tourism and hospitality industry marketing and distribution networks

legal issues that impact on marketing activities including Trade Practices and Fair Trading legislation

research and analytical skills to analyse internal and external business environments.

Linkages to Other Units

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For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to develop a marketing strategy for a specific tourism and/or hospitality product, service or enterprise. Plans should identify current and relevant industry enterprise marketing issues and include a detailed, realistic implementation program

knowledge and understanding of specific implementation and monitoring issues.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities conducted over a period of time to allow the candidate to both develop and implement a marketing strategy for a given product or service

development and implementation of a marketing strategy which targets and involves individuals or businesses who have a genuine interest or potential in purchasing the product or service

involvement of stakeholders in the planning process

involvement of customers to whom products and services are marketed.

Assessment Methods

Assessment methods must be chosen to ensure that marketing planning and implementation can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the marketing aspects of a project conducted by the candidate either alone or in conjunction with industry

evaluation of reports prepared by the candidate detailing marketing plans and results achieved

case studies to assess application of marketing planning to different industry situations and contexts

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Sourcing and analysing destination visitation data for its impact on a particular product or service (3)

Communicating Ideas and Information

For example:

Writing a marketing plan (3)

Planning and Organising Activities

For example:

Co-ordinating the consultation and research phases for the development of a marketing plan (3)

Working with Others and in Teams

For example:

Conducting a brainstorming session to gain staff input into the planning process (3)

Using Mathematical Ideas and Techniques

For example:

Calculating budget figures for marketing activities (1)

Solving Problems

For example:

Developing new marketing approaches for products or services which have so far failed to meet performance expectations (3)

Using Technology

For example:

Integrating new technology into various marketing activities (2)

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Marketing plans and strategies may be for:

a specific product or service (new or existing)

a small/medium sized business enterprise

a destination

a single event.

Sources of information may include:

peers

Internet

official statistics

government agencies

industry associations

business advisory services

financial institutions

industry publications.

Capabilities and resources may include:

human resources

financial resources

equipment capacity

staff skill levels

hours of operation

communication capabilities

location/position

e-business.

Trends and developments may be:

economic

ecological/environmental

government activities

social and cultural

demographic

technology

industrial.

Comparative market information may include:

best practice information

benchmarking

competitor information.

Legal and ethical constraints may include:

legislation

regulation

codes of practice

cultural expectations and influences

social responsibilities (e.g. protection of children, environmental issues).

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Marketing plans and strategies may be for:

a specific product or service (new or existing)

a small/medium sized business enterprise

a destination

a single event.

Sources of information may include:

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official statistics

government agencies

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Capabilities and resources may include:

human resources

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Trends and developments may be:

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social and cultural

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industrial.

Comparative market information may include:

best practice information

benchmarking

competitor information.

Legal and ethical constraints may include:

legislation

regulation

codes of practice

cultural expectations and influences

social responsibilities (e.g. protection of children, environmental issues).

Unit Sector(s)

Not applicable.

THHGLE16B Manage physical assets

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to manage the physical assets within a tourism or hospitality enterprise. It focuses on the skills needed by mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets. There is some overlap between this unit and unit THHGLE18B Monitor and maintain computer systems.

This unit deals with the skills and knowledge required to manage the physical assets within a tourism or hospitality enterprise. It focuses on the skills needed by mainstream managers to pro-actively plan for and manage the acquisition and maintenance of physical assets. There is some overlap between this unit and unit THHGLE18B Monitor and maintain computer systems

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

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 enterprise business and marketing objectives. 1.2 Evaluate current and potential financial objectives and constraints in developing asset management strategies. 1.3 Integrate all occupational health and safety 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, which minimise disruption and loss of revenue and which involve appropriate specialists. 1.6 Integrate the need for environmental sustainability into physical asset management practices.
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 enterprise. 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 and customer service quality. 2.4 Identify problems promptly and take appropriate action. 2.5 Identify the need for and access specialist assistance when required.
3 Co-ordinate 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 in accordance with enterprise policies and procedures.
- 3.4 Select methods of financing to meet enterprise current financial objectives based on an analysis of internal and external
- 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

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

types of physical assets required within various tourism and hospitality enterprises

maintenance requirements for different types of physical assets

features and benefits of different financing options for asset acquisition including purchase, lease and hire purchase

features of an assets register

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 (e.g. in relation to vehicles, food production equipment)

environmental standards and requirements in relation to different types of physical asset.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe skills and knowledge that are essential to this unit of competence:

THHGLE04B Establish and maintain a safe and secure workplace

THHGLE15B Manage financial operations

There is also a link between this unit and the following unit and combined training and assessment may be appropriate:

THHGLE18B monitor and maintain computer systems

Note: Knowledge of specific legal issues is required within this unit. This means that there is some duplication with the generic unit THHGLE20B Develop and update the legal knowledge required for business compliance. Repetition should be avoided in training and assessment.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to plan for and manage the acquisition, maintenance and replacement of physical assets within a specific tourism and hospitality workplace

understanding of the financial and legal issues that impact on the management of physical assets.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to develop asset management strategies and financing arrangements for a specific business operation

application of current financial data and regulations.

Assessment Methods

Assessment methods must be chosen to ensure that asset management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies to develop asset acquisition and maintenance strategies for nominated business situations

evaluation of projects conducted by the candidate in conjunction with industry 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.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Assessing information to determine whether it is more economically viable to lease or purchase (3)

Communicating Ideas and Information

For example:

Developing specifications that provide clear and concise information about enterprise needs (3)

Planning and Organising Activities

For example:

Developing and monitoring systems and work procedures to ensure effective management of physical assets (3)

Working with Others and in Teams

For example:

Liaising with the accountant to develop optimum approaches to the acquisition of physical assets (3)

Using Mathematical Ideas and Techniques

For example:

Estimating costs and financial implications of asset acquisition (2)

Solving Problems

For example:

Developing approaches to ongoing maintenance when all vehicles are required to meet peak season demands (3)

Using Technology

For example:

Using spreadsheet technology to develop and assess different financial scenarios (2)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

types of physical assets required within various tourism and hospitality enterprises

maintenance requirements for different types of physical assets

features and benefits of different financing options for asset acquisition including purchase, lease and hire purchase

features of an assets register

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 (e.g. in relation to vehicles, food production equipment)

environmental standards and requirements in relation to different types of physical asset.

Linkages to Other Units

This unit must be assessed with or after the following units. These units describe skills and knowledge that are essential to this unit of competence:

THHGLE04B Establish and maintain a safe and secure workplace

THHGLE15B Manage financial operations

There is also a link between this unit and the following unit and combined training and assessment may be appropriate:

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Note: Knowledge of specific legal issues is required within this unit. This means that there is some duplication with the generic unit THHGLE20B Develop and update the legal knowledge required for business compliance. Repetition should be avoided in training and assessment.

Critical Aspects of Assessment

Evidence of the following is critical:

ability to plan for and manage the acquisition, maintenance and replacement of physical assets within a specific tourism and hospitality workplace

understanding of the financial and legal issues that impact on the management of physical assets.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to develop asset management strategies and financing arrangements for a specific business operation

application of current financial data and regulations.

Assessment Methods

Assessment methods must be chosen to ensure that asset management skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies to develop asset acquisition and maintenance strategies for nominated business situations

evaluation of projects conducted by the candidate in conjunction with industry 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.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Assessing information to determine whether it is more economically viable to lease or purchase (3)

Communicating Ideas and Information

For example:

Developing specifications that provide clear and concise information about enterprise needs (3)

Planning and Organising Activities

For example:

Developing and monitoring systems and work procedures to ensure effective management of physical assets (3)

Working with Others and in Teams

For example:

Liaising with the accountant to develop optimum approaches to the acquisition of physical assets (3)

Using Mathematical Ideas and Techniques

For example:

Estimating costs and financial implications of asset acquisition (2)

Solving Problems

For example:

Developing approaches to ongoing maintenance when all vehicles are required to meet peak season demands (3)

Using Technology

For example:

Using spreadsheet technology to develop and assess different financial scenarios (2)

Range Statement

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Physical assets management may be performed in whole or in part using external agencies and expertise.

Physical assets may include:

buildings
equipment
fixtures, fittings and furnishings
vehicles
gardens
pools
rides and games.

Systems to monitor condition and performance of physical assets may include:

integration of reporting into day-to-day operating procedures
regular management reports
inspections and audits (internal or external)
regular staff feedback
analysis of maintenance costs over a period of time.

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.

This unit applies to all tourism and hospitality sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Physical assets management may be performed in whole or in part using external agencies and expertise.

Physical assets may include:

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rides and games.

Systems to monitor condition and performance of physical assets may include:

integration of reporting into day-to-day operating procedures

regular management reports

inspections and audits (internal or external)

regular staff feedback

analysis of maintenance costs over a period of time.

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.

Unit Sector(s)

Not applicable.

THTFME03A Develop and update event industry knowledge

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to develop and update general knowledge of the meetings and events industry including industry structure, legal issues and current technology. This knowledge underpins effective performance in all meeting and event organisation and management roles.

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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

Element	Performance Criteria

1 Source and apply information on the structure and operation of the event industry	1.1 Identify sources of information on the event industry correctly including information relating to: ; industry structure; different event types and staging elements; event protocols; major industry bodies/associations; impacts of events on local economies; career opportunities. 1.2 Use knowledge of the event industry in the correct context to enhance the quality of work performance.
2 Source and apply information on ethical and legal issues for the event industry	2.1 Obtain information on legal and ethical issues to assist effective work performance. 2.2 Conduct day-to-day event organisation activities in accordance with legal obligations and ethical industry practices.
3 Source and apply information on event industry technology	3.1 Obtain information on current and emerging technologies that impact on the event organisation process. 3.2 Assess the potential effects of different technologies on the event organisation process. 3.3 Apply knowledge of current and emerging technology in day-to-day work activities.
4 Update event industry knowledge	4.1 Identify and use a range of opportunities to update knowledge of the events industry. 4.2 Monitor current issues of concern to the industry. 4.3 Share updated knowledge with customers and colleagues as appropriate, and incorporate into day-to-day work activities.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

main types of events as listed in the Range Statement including the following for different event types:

objectives/roles

scope

nature of audience

key stakeholders

key elements of staging an event

structure and function of the events industry, including:

relationships between the events industry and other industries such as tourism, hospitality and entertainment

businesses and organisations involved in the industry

key motivations for hosting events

the role and impact of events on local economies

legal and ethical issues that impact on event management including overview of relevant legislation

current and emerging technology for different aspects of the event management process.

Linkages to Other Units

This unit underpins effective performance in all other event management related units. It is also an extension of the following units and combined training and assessment is appropriate:

THHCO01B Develop and update hospitality industry knowledge

THTTCO01B Develop and update tourism industry knowledge

Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of the events industry as listed under Essential Knowledge and Skills

understanding of how industry knowledge can be applied to work activities to maximise effective performance

knowledge of ways to maintain currency of knowledge.

Context of Assessment and Resource Implications

Assessment must ensure:

application of knowledge to specific event organisational contexts.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to event organisation activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and problem solving to assess application of knowledge to different event organisation situations and contexts

questions to assess knowledge of different aspects of the events industry as detailed in the Evidence Guide

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Deciding whether to join an industry association based on evaluation of promotional materials (2)

Communicating Ideas and Information

For example:

Liaising with clients on protocol requirements for a given event (1)

Planning and Organising Activities

For example:

Organising a personal program of professional development activities for the upcoming year (1)

Working with Others and in Teams

For example:

Discussing industry developments with colleagues (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Respond to situation organising a particular type of event that includes components of which you have no knowledge (1)

Using Technology

For example:

Using the Internet to source information on the events industry (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

main types of events as listed in the Range Statement including the following for different event types:

objectives/roles

scope

nature of audience

key stakeholders

key elements of staging an event

structure and function of the events industry, including:

relationships between the events industry and other industries such as tourism, hospitality and entertainment

businesses and organisations involved in the industry

key motivations for hosting events

the role and impact of events on local economies

legal and ethical issues that impact on event management including overview of relevant legislation

current and emerging technology for different aspects of the event management process.

Linkages to Other Units

This unit underpins effective performance in all other event management related units. It is also an extension of the following units and combined training and assessment is appropriate:

TTHHCO01B Develop and update hospitality industry knowledge

THTTCO01B Develop and update tourism industry knowledge

Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of the events industry as listed under Essential Knowledge and Skills

understanding of how industry knowledge can be applied to work activities to maximise effective performance

knowledge of ways to maintain currency of knowledge.

Context of Assessment and Resource Implications

Assessment must ensure:

application of knowledge to specific event organisational contexts.

Assessment Methods

Assessment methods must be chosen to ensure that the application of knowledge to event organisation activities can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and problem solving to assess application of knowledge to different event organisation situations and contexts

questions to assess knowledge of different aspects of the events industry as detailed in the Evidence Guide

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Deciding whether to join an industry association based on evaluation of promotional materials (2)

Communicating Ideas and Information

For example:

Liaising with clients on protocol requirements for a given event (1)

Planning and Organising Activities

For example:

Organising a personal program of professional development activities for the upcoming year (1)

Working with Others and in Teams

For example:

Discussing industry developments with colleagues (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Respond to situation organising a particular type of event that includes components of which you have no knowledge (1)

Using Technology

For example:

Using the Internet to source information on the events industry (1)

Range Statement

This unit applies to any enterprise involved in event management. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Events refers to all types of events including:

conferences
symposia
exhibitions
festivals
promotions
shows
sporting events
parades
cultural celebrations
trade and consumer shows
social events
public events
corporate events
charitable, fund-raising events.

Opportunities to update knowledge may include:

industry seminars
training courses
industry association membership
participation in events industry association activities
informal networking with colleagues
reading industry journals
web research.

Ethical industry practices in the context of events may include:

commission procedures
bookings at venues
confidentiality

overbooking
sub-contracting
pricing.

Legal issues in the context of events may include:

public liability
duty of care
licensing
risk management
occupational health and safety

Technologies that impact on the event organisation process may relate to:

project management systems
delegate registration and tracking systems
CAD systems
Internal venue booking systems.

This unit applies to any enterprise involved in event management. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Events refers to all types of events including:

conferences
symposia
exhibitions
festivals
promotions
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sporting events
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cultural celebrations
trade and consumer shows
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Opportunities to update knowledge may include:

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informal networking with colleagues
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web research.

Ethical industry practices in the context of events may include:

commission procedures
bookings at venues
confidentiality
overbooking
sub-contracting
pricing.

Legal issues in the context of events may include:

public liability
duty of care
licensing
risk management
occupational health and safety

Technologies that impact on the event organisation process may relate to:

project management systems
delegate registration and tracking systems
CAD systems
Internal venue booking systems.

Unit Sector(s)

Not applicable.

THTFME06A Manage event contractors

Modification History

Not applicable.

Unit Descriptor

This unit describes the skills and knowledge required to manage the staging and operation of a major indoor event comprising multiple components. It does not cover the high levels of technical expertise required to actually provide these services, but focuses on the key knowledge and skills required to oversee the process from an organisational and contractor management perspective. This role may be undertaken by a manager working within an event venue, by an external event manager or a combination.

This unit describes the skills and knowledge required to manage the staging and operation of a major indoor event comprising multiple components. It does not cover the high levels of technical expertise required to actually provide these services, but focuses on the key knowledge and skills required to oversee the process from an organisational and contractor management perspective. This role may be undertaken by a manager working within an event venue, by an external event manager or a combination

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

Element	Performance Criteria
1 Identify event operational 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 documentation and processes.
2 Source contractors	2.1 Analyse event staging requirements based on detailed review of all aspects of the proposed event. 2.2 Develop an accurate summary of staging requirements for each event component in consultation with key stakeholders. 2.3 Incorporate safety and risk management issues into all planning documentation and processes. 2.4 Analyse quotations and select contractors in consultation with key stakeholders. 2.5 Confirm agreements with contractors in writing to include details and costs of all services.
3 Monitor contractors	3.1 Monitor progress, including safety issues, at regular intervals through ongoing liaison with contractors and other stakeholders. 3.2 Identify the need for adjustments and organise appropriate changes with confirmation in writing. 3.3 Negotiate adjustments to maintain the integrity and quality of the event. 3.4 Evaluate work completed against event requirements and time schedules, and take appropriate action to address delays.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

roles and responsibilities of organisations involved in event staging

suppliers of staging services and sources of information on staging services

risk management issues to be considered for key areas of event staging

knowledge of terminology, services and key technology in key areas of staging including:

catering

venue decoration

audio-visual options

sound amplification

lighting

rigging

live entertainment

registration areas

display

security

electronic media coverage of events

safety equipment.

the key inclusions for contractor briefing or specification documents.

Linkages to Other Units

This unit has very strong linkages to other event management units and combined training and assessment is recommended with units such as:

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of all event staging services and terminology as detailed under Essential Skills and Knowledge

ability to organise and co-ordinate multiple contractors as part of the overall event management process.

Context of Assessment and Resource Implications

Assessment must ensure:

management of the staging of an indoor event comprising multiple components

access to venues for staging of an indoor event

access to all equipment required for the staging of an event

liaison with and involvement of multiple contractors.

Assessment Methods

Assessment methods must be chosen to ensure that the ability to manage the staging of an event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of the staging at an event managed by the candidate through attendance at the event

review of documentation used to manage 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.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Assessing competitive quotes from staging suppliers (3)

Communicating Ideas and Information

For example:

Developing a tender brief for staging suppliers (3)

Planning and Organising Activities

For example:

Appointing and managing multiple suppliers before, during and after an event (3)

Working with Others and in Teams

For example:

Negotiating with suppliers on changing requirements (3)

Using Mathematical Ideas and Techniques

For example:

Calculating numbers of exhibition panels required for a trade show (1)

Solving Problems

For example:

Negotiating with a supplier who is failing to meet contract obligations (3)

Using Technology

For example:

Using a computerised system to create different staging scenarios (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

roles and responsibilities of organisations involved in event staging

suppliers of staging services and sources of information on staging services

risk management issues to be considered for key areas of event staging

knowledge of terminology, services and key technology in key areas of staging including:

catering

venue decoration

audio-visual options

sound amplification

lighting

rigging

live entertainment

registration areas

display

security

electronic media coverage of events

safety equipment.

the key inclusions for contractor briefing or specification documents.

Linkages to Other Units

This unit has very strong linkages to other event management units and combined training and assessment is recommended with units such as:

THTFME04A Develop an event concept

THTFME05A Select event venues and sites

Critical Aspects of Assessment

Evidence of the following is critical:

general knowledge of all event staging services and terminology as detailed under Essential Skills and Knowledge

ability to organise and co-ordinate multiple contractors as part of the overall event management process.

Context of Assessment and Resource Implications

Assessment must ensure:

management of the staging of an indoor event comprising multiple components

access to venues for staging of an indoor event

access to all equipment required for the staging of an event

liaison with and involvement of multiple contractors.

Assessment Methods

Assessment methods must be chosen to ensure that the ability to manage the staging of an event can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

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evaluation of the staging at an event managed by the candidate through attendance at the event

review of documentation used to manage 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.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Assessing competitive quotes from staging suppliers (3)

Communicating Ideas and Information

For example:

Developing a tender brief for staging suppliers (3)

Planning and Organising Activities

For example:

Appointing and managing multiple suppliers before, during and after an event (3)

Working with Others and in Teams

For example:

Negotiating with suppliers on changing requirements (3)

Using Mathematical Ideas and Techniques

For example:

Calculating numbers of exhibition panels required for a trade show (1)

Solving Problems

For example:

Negotiating with a supplier who is failing to meet contract obligations (3)

Using Technology

For example:

Using a computerised system to create different staging scenarios (1)

Range Statement

This unit applies to any enterprise involved in event management. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

A major event comprising multiple components must include:

multiple contractors

substantial catering (i.e. not simply an afternoon tea)

multiple speakers, performers or exhibitors

requirement for display, decoration or theming.

Contractors may include:

venues

speakers

staging and audio visual suppliers

display suppliers

caterers

entertainers

equipment hire companies.

Staging elements or requirements may relate to:

exhibition set-up

audio-visual

display and decoration

furniture

special effects

entertainment

lighting

sound

stage design

rigging

catering and catering set-up

security.

Specifications for contractor services may include or relate to:

price

performance standards

timelines

technical specifications for equipment etc

theme-related requirements

regulatory requirements

previous experience.

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Staging elements or requirements may relate to:

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display and decoration
furniture
special effects
entertainment
lighting
sound
stage design
rigging
catering and catering set-up
security.

Specifications for contractor services may include or relate to:

price
performance standards
timelines
technical specifications for equipment etc
theme-related requirements
regulatory requirements
previous experience.

Unit Sector(s)

Not applicable.

THTFME09A Develop and update knowledge of protocol

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. It is particularly relevant to those involved in the management and operation of events, including functions.

This unit deals with the skills and knowledge required to develop and apply knowledge of protocol to a range of tourism and hospitality related activities. It is particularly relevant to those involved in the management and operation of events, including functions

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

Element

Performance Criteria

1 Seek information on

1.1 Identify sources of accurate information on

appropriate protocol	protocol correctly.
	1.2 Access relevant protocol information in response to workplace needs.
2 Integrate appropriate protocol procedures into work activities	2.1 Identify the areas of work activity that require appropriate use of protocol in a timely manner.
	2.2 Integrate the correct use of protocol into work activities.
	2.3 Liaise with colleagues and other stakeholders to determine appropriate protocol requirements.
	2.4 Provide appropriate information on protocol to relevant colleagues and stakeholders.
3 Update knowledge of protocol	3.1 Identify and use opportunities to update protocol knowledge.
	3.2 Share updated knowledge with customers and colleagues as appropriate and incorporate into day-to-day working activities.

Required Skills and Knowledge

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

the importance and role of protocol in different events and situations

key sources of information on protocol

main types of civic functions held in Australia

the Australian Honours system including order of precedence, ranks and forms of address and wearing of honours and medals

appropriate protocols for the involvement of indigenous Australians and other cultural groups in events

correct use of national and State symbols including flags, anthems and military salutes

forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication

protocol procedures for different types of function including:

invitations to VIPs

arrival procedures, including for heads of state or government officials

introduction protocols and order of speakers

order of precedence for official guests

seating arrangements

dress styles.

Linkages to Other Units

This unit underpins effective performance in a range of event management and other roles within the tourism and hospitality industries. As such combined training and assessment with other units may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of where to source accurate information on protocol for specific situations

knowledge of protocols as specified under Essential Knowledge and Skills.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to apply protocol knowledge to specific event management, tourism or hospitality situations.

Assessment Methods

Assessment methods must be chosen to ensure that knowledge of protocol can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and projects to assess ability to apply knowledge of protocol to different workplace situations

oral or written questions to assess knowledge of protocol for different situations

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform

Level 2 = Administer and Manage

Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Determining the protocol information required for a particular event (2)

Communicating Ideas and Information

For example:

Advising colleagues about protocol requirements for a given event (1)

Planning and Organising Activities

For example:

Integrating protocol into event organisation activities (1)

Working with Others and in Teams

For example:

Liaising with protocol officers from a government department (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Finding protocol information in relation to a totally unknown situation (1)

Using Technology

For example:

Using the Internet to source protocol information (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

the importance and role of protocol in different events and situations

key sources of information on protocol

main types of civic functions held in Australia

the Australian Honours system including order of precedence, ranks and forms of address and wearing of honours and medals

appropriate protocols for the involvement of indigenous Australians and other cultural groups in events

correct use of national and State symbols including flags, anthems and military salutes

forms of address for different VIPs and dignitaries, both for written correspondence and in oral communication

protocol procedures for different types of function including:

invitations to VIPs

arrival procedures, including for heads of state or government officials

introduction protocols and order of speakers

order of precedence for official guests
seating arrangements
dress styles.

Linkages to Other Units

This unit underpins effective performance in a range of event management and other roles within the tourism and hospitality industries. As such combined training and assessment with other units may be appropriate.

Critical Aspects of Assessment

Evidence of the following is critical:

knowledge of where to source accurate information on protocol for specific situations
knowledge of protocols as specified under Essential Knowledge and Skills.

Context of Assessment and Resource Implications

Assessment must ensure:

project or work activities that allow the candidate to apply protocol knowledge to specific event management, tourism or hospitality situations.

Assessment Methods

Assessment methods must be chosen to ensure that knowledge of protocol can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

case studies and projects to assess ability to apply knowledge of protocol to different workplace situations

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review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Determining the protocol information required for a particular event (2)

Communicating Ideas and Information

For example:

Advising colleagues about protocol requirements for a given event (1)

Planning and Organising Activities

For example:

Integrating protocol into event organisation activities (1)

Working with Others and in Teams

For example:

Liaising with protocol officers from a government department (1)

Using Mathematical Ideas and Techniques

Not Applicable

Solving Problems

For example:

Finding protocol information in relation to a totally unknown situation (1)

Using Technology

For example:

Using the Internet to source protocol information (1)

Range Statement

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Sources of information on protocol may include:

libraries

Internet

Federal, State and Local Government protocol departments

Aboriginal Land Councils

Australia Day Councils

Office of the United Nations.

Work activities that require integration of protocol may include:

issuing invitations

preparing running sheets

preparation of briefing papers

liaison with dignitaries and officials

correspondence to dignitaries and officials

providing various services during the conduct of an event (e.g. on-site management, service of food and beverage).

Functions where protocols need to be used may include:

civic receptions
formal parades
freedom of city ceremonies
national day receptions
citizenship ceremonies
private functions.

This unit applies to all tourism and hospitality enterprises. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Sources of information on protocol may include:

libraries
Internet
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Aboriginal Land Councils
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Functions where protocols need to be used may include:

civic receptions
formal parades
freedom of city ceremonies
national day receptions
citizenship ceremonies
private functions.

Unit Sector(s)

Not applicable.

THTSMA01B Coordinate the production of brochures and marketing materials

Modification History

Not applicable.

Unit Descriptor

This unit deals with the skills and knowledge required to coordinate the development of promotional brochures and other printed marketing materials. Sales and marketing personnel, managers or owners of small businesses generally undertake this role.

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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

Element

Performance Criteria

1 Plan the production of brochures and marketing materials	1.1 Plan production in accordance with enterprise objectives, marketing focus and other issues that impact on the production process.
	1.2 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 where appropriate 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 which may apply.
	4.4 Present general conditions clearly and accurately according to enterprise policy.
	4.5 Check all copy for accuracy prior to submission to external/internal arthouse or printers.
5 Coordinate the production of brochures and marketing materials	5.1 Liaise with production house or responsible staff member 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 when totally accurate.

- 5.4 Approve artwork according to enterprise 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

Not applicable.

Evidence Guide

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

market context for the materials being produced including general awareness of potential 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, transparencies

printing and industry conventions in relation to placement of information, page numbering, copyright information

quality indicators in brochure production including readability, photographic quality, effective use of colour, spacing requirements

current production technology

techniques used in brochure-writing

procedures and requirements for preparation and proofing of copy

legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws.

Linkages to Other Units

There is a strong link between this unit and the following units and combined training and assessment may be appropriate:

THHGCS07B Coordinate marketing activities

Critical Aspects of Assessment

Evidence of the following is critical:

ability to co-ordinate all elements of the brochure development process within a required timeframe

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.

Context of Assessment and Resource Implications

Assessment must ensure:

the actual production of brochures and marketing materials to meet a specified market need
access to technology and materials for the production of brochures and marketing materials.

For generic pre-employment training and assessment, a range of industry contexts must be addressed. Where the focus is sector or workplace specific, training and assessment must be tailored to meet particular needs.

Assessment Methods

Assessment methods must be chosen to ensure that brochure co-ordination and production skills can be practically demonstrated. Methods must include assessment of knowledge as well as assessment of practical skills.

The following examples are appropriate for this unit:

evaluation of brochures or other marketing materials produced by the candidate

oral or written questions to assess knowledge of brochure co-ordination and production processes

review of portfolios of evidence and third party workplace reports of on-the-job performance by the candidate.

Key Competencies in this Unit

Key Competencies are an integral part of all workplace competencies. The table below describes those applicable to this unit. Trainers and assessors should ensure that they are addressed in training and assessment.

Level 1 = Perform Level 2 = Administer and Manage Level 3 = Design and Evaluate

Key Competencies

Collecting, Organising and Analysing Information

For example:

Gathering and preparing data from multiple suppliers for a touring brochure (3)

Communicating Ideas and Information

For example:

Writing copy for a destination brochure aimed at the youth market (3)

Planning and Organising Activities

For example:

Co-ordinating the print production process (3)

Working with Others and in Teams

For example:

Negotiating with printers in relation to print costs (2)

Using Mathematical Ideas and Techniques

For example:

Calculating total costs of production (1)

Solving Problems

For example:

Dealing with a situation where print production will not be completed until after the date of a major promotional show (2)

Using Technology

For example:

Using the editing function within 'Word' to edit brochure copy (1)

Essential Knowledge and Skills to be Assessed

The following knowledge and skills must be assessed as part of this unit:

market context for the materials being produced including general awareness of potential 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, transparencies

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quality indicators in brochure production including readability, photographic quality, effective use of colour, spacing requirements

current production technology

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Collecting, Organising and Analysing Information

For example:

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For example:

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Planning and Organising Activities

For example:

Co-ordinating the print production process (3)

Working with Others and in Teams

For example:

Negotiating with printers in relation to print costs (2)

Using Mathematical Ideas and Techniques

For example:

Calculating total costs of production (1)

Solving Problems

For example:

Dealing with a situation where print production will not be completed until after the date of a major promotional show (2)

Using Technology

For example:

Using the editing function within "Word" to edit brochure copy (1)

Range Statement

This unit applies to all tourism and hospitality industry sectors. The following explanations identify how this unit may be applied in different workplaces, sectors and circumstances.

Actual production/printing may be conducted either in-house or by an external agency.

Brochures and marketing materials may include:

product brochures

destinational guides

promotional flyers and leaflets

conference programs/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

time parameters

budget available
in-house production capabilities
distribution considerations - internal and external
availability of required information
any legal requirements or restrictions.

Information for inclusion may include:

supplier information
photos
maps
tariff details
special offers or incentives
advertisements
sponsor messages
logos.

Accurate and complete specifications must include:

size
number of colours
type of paper
number of photographs
layout and style of text
total number required
conditions of contract
production and delivery deadlines.

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Factors that must be considered in the planning of brochures are:

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Accurate and complete specifications must include:

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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)

Not applicable.

WRRCS2B Apply point of sale handling procedures

Modification History

Not applicable.

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation.

This unit encompasses the skills, knowledge and attitudes required at the point of sale in any retail store. It includes operating the point of sale equipment, applying store policies and procedures to a range of transactions, dealing appropriately with the customer and packing or wrapping the item for transportation

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

Element	Performance Criteria

- 1 Operate point of sale equipment
 - 1.1 Point of sale equipment operated according to design specifications.
 - 1.2 Point of sale terminal opened and closed according to store procedure.
 - 1.3 Point of sale terminal cleared and tender transferred according to store procedure.
 - 1.4 Cash handled according to store security procedures.
 - 1.5 Supplies of change in point of sale terminal maintained according to store policy.
 - 1.6 Active point of sale terminals attended according to store policy.
 - 1.7 Records completed for transaction errors according to store policy.
 - 1.8 Adequate supplies of dockets, vouchers and point of sale documents maintained.
 - 1.9 Customers informed of delays in the point of sales operation.
- 2 Perform point of sale transactions
 - 2.1 Point of sale transactions completed according to store policy.
 - 2.2 Store procedures identified and applied in respect of cash and non-cash transactions.
 - 2.3 Store procedures identified and applied in regard to exchanges and returns.
 - 2.4 Goods moved through point of sale area efficiently and with attention to fragility and packaging.
 - 2.5 Information entered into point of sale equipment accurately.
 - 2.6 Price/total/amount of cash received stated verbally to customer.
 - 2.7 Correct change tendered.
- 3 Complete sales
 - 3.1 Customer order forms, invoices, receipts completed accurately.

- 3.2 Customer delivery requirements identified and processed accurately, without undue delay.
 - 3.3 Sales transactions processed without undue delay or customers directed to point of sale terminals according to store policy.
- 4 Wrap and pack goods
 - 4.1 Adequate supplies of wrapping material or bags maintained/requested.
 - 4.2 Appropriate packaging material selected.
 - 4.3 Merchandise wrapped neatly and effectively where required.
 - 4.4 Items packed safely to avoid damage in transit, and labels attached where required.
 - 4.5 Transfer of merchandise for parcel pick-up or other delivery methods arranged if required.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently operates point of sale equipment according to manufacturer's instructions and store policies and procedures.

Consistently applies store policies and procedures in regard to cash handling and point of sale transactions.

Processes sales transaction information responsibly and accurately according to store policies and procedures.

Constantly applies store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures in relation to:

customer service

point of sale transactions

allocated duties and responsibilities

exchanges and returns

handling, packing and wrapping of goods/merchandise

The range of services provided by the store

Stock availability

Relevant legislation and statutory requirements including:

Trade Practices Act

consumer law

industry codes of practice

occupational health and safety

Cash and non-cash handling procedures including:

opening and closing point of sale terminal

clearance of terminal and transference of tender

maintenance of cash float

tendering of change

counting cash

calculating non-cash documents

balancing point of sale equipment

recording takings

security of cash and non cash transactions

change required and denominations of change

Functions and procedures for operating point of sale equipment including:

registers

numerical display board

calculators

electronic scales

scanners

Skills in:

Following set routines and procedures

Verbal and non verbal communication

Questioning and active listening

Dealing with different types of transactions

Wrapping and packing techniques

Store bag checking procedures

Merchandise handling techniques

Literacy skills in regard to written sales and delivery documentation

Numeracy skills in regard to rendering change

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions.

Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

By communicating with the customer in relation to the amount owed and identifying delivery requirements.(1)

How can **information be collected, analysed and organised**?

By identifying customer requirements in relation to picking up parcels or having them delivered and to where.(1)

How are **activities planned and organised**?

By organising the wrapping and packaging of goods and maintaining adequate supplies.(1)

How can **team work** be applied?

This skill may not be applicable to this unit. (0)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques need to be used when receiving money from customer and in giving correct change. (1)

How can **problem solving skills** be applied?

Organising delivery and packaging goods will require problem solving skills.(1)

How can the **use of technology** be applied?

Using various point of sale equipment requires the use of technology.(1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS2B can be assessed with the following units:

WRRLP2B Minimise theft

WRRCS3B Interact with customers

WRR11B Perform stock control procedures

WRRF1B Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace

A simulated role play

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A real or simulated work environment

Relevant documentation, such as:

stock/inventory/price lists

financial transaction dockets/slips

lay by/credit/product return slips

store policy and procedures manuals

A range of point of sale equipment

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently operates point of sale equipment according to manufacturer's instructions and store policies and procedures.

Consistently applies store policies and procedures in regard to cash handling and point of sale transactions.

Processes sales transaction information responsibly and accurately according to store policies and procedures.

Constantly applies store policies and procedures in regard to the handling, packing and wrapping of goods/merchandise.

Underpinning Skills and Knowledge

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Knowledge of:

Store policies and procedures in relation to:

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allocated duties and responsibilities

exchanges and returns

handling, packing and wrapping of goods/merchandise

The range of services provided by the store

Stock availability

Relevant legislation and statutory requirements including:

Trade Practices Act

consumer law

industry codes of practice

occupational health and safety

Cash and non-cash handling procedures including:

- opening and closing point of sale terminal
- clearance of terminal and transference of tender
- maintenance of cash float
- tendering of change
- counting cash
- calculating non-cash documents
- balancing point of sale equipment
- recording takings
- security of cash and non cash transactions
- change required and denominations of change

Functions and procedures for operating point of sale equipment including:

- registers
- numerical display board
- calculators
- electronic scales
- scanners

Skills in:

- Following set routines and procedures
- Verbal and non verbal communication
- Questioning and active listening
- Dealing with different types of transactions
- Wrapping and packing techniques
- Store bag checking procedures
- Merchandise handling techniques
- Literacy skills in regard to written sales and delivery documentation
- Numeracy skills in regard to rendering change

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

By communicating with the customer in relation to the amount owed and identifying delivery requirements.(1)

How can **information be collected, analysed and organised**?

By identifying customer requirements in relation to picking up parcels or having them delivered and to where.(1)

How are **activities planned and organised**?

By organising the wrapping and packaging of goods and maintaining adequate supplies.(1)

How can **team work** be applied?

This skill may not be applicable to this unit. (0)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques need to be used when receiving money from customer and in giving correct change. (1)

How can **problem solving skills** be applied?

Organising delivery and packaging goods will require problem solving skills.(1)

How can the **use of technology** be applied?

Using various point of sale equipment requires the use of technology.(1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRCS2B can be assessed with the following units:

WRRLP2B Minimise theft

WRRCS3B Interact with customers

WRR11B Perform stock control procedures

WRRF1B Balance the register/terminal

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace

A simulated role play

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A real or simulated work environment

Relevant documentation, such as:

stock/inventory/price lists

financial transaction dockets/slips

lay by/credit/product return slips

store policy and procedures manuals

A range of point of sale equipment

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

operation of point of sale equipment

security

sales transactions

handling techniques of stock

Point of sale equipment may include:

cash registers

cash drawers

scanners

Customer interactions may include:

greetings

price confirmation

delivery inquiries

reward point inquiries

regular and new customers

routine or special requirements

Transactions may include:

EFTPOS

cheques

Travellers cheques

credit cards/store cards

smart cards

lay-by

returns

exchanges

gift vouchers

Packing and wrapping materials may include:

boxes

bags

paper

bubble wrap

gift wrapping

Staff may include:

full time

casual

part time

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

operation of point of sale equipment

security

sales transactions

handling techniques of stock

Point of sale equipment may include:

cash registers

cash drawers

scanners

Customer interactions may include:

greetings

price confirmation

delivery inquiries

reward point inquiries

regular and new customers

routine or special requirements

Transactions may include:

EFTPOS

cheques

Travellers cheques

credit cards/store cards

smart cards

lay-by

returns

exchanges

gift vouchers

Packing and wrapping materials may include:

boxes

bags

paper

bubble wrap

gift wrapping

Staff may include:

full time

casual

part time

Unit Sector(s)

Not applicable.

WRRF1B Balance register/terminal

Modification History

Not applicable.

Unit Descriptor

This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings.

This unit encompasses the skills, knowledge and attitudes required to balance the register/terminal in a retail environment. It involves clearing the register, counting money, calculating non-cash transactions and reconciling takings

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

Element

Performance Criteria

1 Remove takings from

1.1 Register/terminal balance performed at designated

register/terminal	times according to store policy and procedures.
	1.2 Cash float separated from takings prior to balancing procedure and secured according to store policy.
	1.3 Change supplied to register/terminal according to store policy.
	1.4 Register/terminal reading or print out accurately determined.
	1.5 Cash and non-cash documents removed and transported according to store security policies and procedures.
2 Reconcile takings	2.1 Cash counted accurately.
	2.2 Non-cash documents calculated accurately.
	2.3 Balance between register/terminal reading and sum of cash and non-cash transactions determined accurately.
	2.4 Records for store and individual department takings recorded accurately and according to store policy.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Operates register/terminal equipment according to manufacturers' instructions and store policy.

Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.

Consistently applies store policies and procedures in regard to reading registers and recording information.

Processes documentation/records responsibly and according to store policies and procedures.

Reconciles takings according to store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

register/terminal balance

cash and non-cash transactions security

cash float

operation of equipment used at register/terminal

Cash and non-cash handling procedures, including:

opening and closing point of sale terminal

clearance of terminal and transference of tender

maintenance of cash float

counting cash

calculating non-cash documents

balancing point of sale terminal

recording takings

security of cash and non-cash transactions

change required and denominations of change

EFTPOS/credit cards

gift vouchers/lay by

credit and returns

Skills in:

Completing tasks in a set time frame

Literacy skills in regard to interpreting documentation

Numeracy skills in regard to:

counting cash

calculating non-cash transactions

reporting on takings

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Errors in readings may need to be communicated to relevant personnel. (1)

How can **information be collected, analysed and organised**?

Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised. (1)

How are **activities planned and organised**?

Reconciling takings requires activities to be planned and organised. (1)

How can **team work** be applied?

Team work may be required when establishing individual and store department takings. (1)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques will be required when balancing register/terminal. (1)

How can **problem solving skills** be applied?

Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions. (1)

How can the **use of technology** be applied?

The use of technology will be applied through using the register/terminal. (1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF1B can be assessed with the following units:

WRRCS2B Apply point of sale handling procedures

WRRLP2B Minimise theft

WRRCS3B Interact with customers

WRR11B Perform stock control procedures

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace

A simulated role play

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A real or simulated work environment

Relevant documentation, such as:

financial transaction dockets/slips/invoices

sample debit, credit card vouchers

recording/tally sheets

store policy and procedure manuals in regard to register/terminal balance

Register/terminal and related equipment

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Operates register/terminal equipment according to manufacturers' instructions and store policy.

Consistently applies store policies and procedures in regard to handling cash and removing takings from register/terminal.

Consistently applies store policies and procedures in regard to reading registers and recording information.

Processes documentation/records responsibly and according to store policies and procedures.

Reconciles takings according to store policies and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

register/terminal balance

cash and non-cash transactions security

cash float

operation of equipment used at register/terminal

Cash and non-cash handling procedures, including:

opening and closing point of sale terminal

clearance of terminal and transference of tender

maintenance of cash float

counting cash

calculating non-cash documents

balancing point of sale terminal

recording takings

security of cash and non-cash transactions

change required and denominations of change

EFTPOS/credit cards

gift vouchers/lay by

credit and returns

Skills in:

Completing tasks in a set time frame

Literacy skills in regard to interpreting documentation

Numeracy skills in regard to:

counting cash

calculating non-cash transactions

reporting on takings

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Errors in readings may need to be communicated to relevant personnel. (1)

How can **information be collected, analysed and organised**?

Counting cash and non-cash documents and balancing readings requires information to be collected, analysed and organised. (1)

How are **activities planned and organised**?

Reconciling takings requires activities to be planned and organised. (1)

How can **team work** be applied?

Team work may be required when establishing individual and store department takings. (1)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques will be required when balancing register/terminal. (1)

How can **problem solving skills** be applied?

Problem solving skills will be applied when balancing register/terminal reading and sum of cash and non-cash transactions. (1)

How can the **use of technology** be applied?

The use of technology will be applied through using the register/terminal. (1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRF1B can be assessed with the following units:

WRRCS2B Apply point of sale handling procedures

WRRLP2B Minimise theft

WRRCS3B Interact with customers

WRR11B Perform stock control procedures

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace

A simulated role play

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A real or simulated work environment

Relevant documentation, such as:

financial transaction dockets/slips/invoices

sample debit, credit card vouchers

recording/tally sheets

store policy and procedure manuals in regard to register/terminal balance

Register/terminal and related equipment

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

register/terminal balance

security

Register/terminals may be:

manual

electronic

Non-cash transactions may include:

credit cards

cheques

hire purchase

lay-by

cash on delivery (C.O.D.)

customer refunds

customer credit ratings

Register/terminals may be cleared by:

operator

specialist staff

at intervals during or at close of trading

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

register/terminal balance

security

Register/terminals may be:

manual

electronic

Non-cash transactions may include:

credit cards

cheques

hire purchase

lay-by

cash on delivery (C.O.D.)

customer refunds

customer credit ratings

Register/terminals may be cleared by:

operator

specialist staff

at intervals during or at close of trading

Unit Sector(s)

Not applicable.

WRRI5A Maintain and order stock

Modification History

Not applicable.

Unit Descriptor

This unit encompasses the competencies required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders.

This unit encompasses the competencies required to maintain and order stock in a retail environment. It involves monitoring receipt and dispatch of goods, maintaining stock records, coordinating stocktake, identifying stock losses, processing orders and following up on orders

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

Element	Performance Criteria

- 1 Monitor receipt and dispatch of goods
 - 1.1 Responsibility for receipt and dispatch of goods delegated to appropriate staff.
 - 1.2 Store procedures implemented in regard to receipt, dispatch and secure storage of goods.
 - 1.3 Staff functions observed to ensure store procedures are followed and documentation is completed correctly.
 - 1.4 Store procedures implemented to ensure goods inspected for quantity and quality on receipt.
 - 1.5 Variations to quantity and quality of delivered goods acted upon according to store policy.
 - 1.6 Safe handling and storage of goods supervised in line with store policy.
- 2 Maintain stock records
 - 2.1 Stock levels monitored and maintained at required levels.
 - 2.2 Stock reorder cycles maintained, monitored and adjusted as required.
 - 2.3 Team members informed of their individual responsibilities in regard to recording of stock.
 - 2.4 Stock storage and movement records maintained in line with store policy.
 - 2.5 Stock discrepancies recorded and procedures followed according to store policy.
 - 2.6 Stock performance monitored and fast/slow selling items identified and reported according to store policy.
- 3 Coordinate stocktake/cyclical count
 - 3.1 Policies and procedures in regard to stocktaking and cyclical counts interpreted and explained to team members.
 - 3.2 Staff rostered according to allocated budget and time constraints.
 - 3.3 Stocktaking tasks allocated to individual team members.
 - 3.4 Team members provided with clear directions for

- the performance of each task.
- 3.5 Team members allocated to ensure effective use of staff resources to complete task.
 - 3.6 Accurate reports on stocktake data, including discrepancies produced for management.
- 4 Identify stock losses
 - 4.1 Losses accurately identified, recorded and assessed against potential loss forecast on a regular basis.
 - 4.2 Avoidable losses identified and reasons established.
 - 4.3 Possible solutions recommended and implemented.
- 5 Process order
 - 5.1 Orders for stock processed/raised as requested according to store policies and procedures.
 - 5.2 Ordering and recording system accurately maintained.
 - 5.3 Availability of sample range ensured according to buying plan.
 - 5.4 Pricing materials ordered as required.
 - 5.5 Negotiated purchase and supply agreements recorded accurately and filed for retrieval.
- 6 Follow up order
 - 6.1 Delivery process monitored to meet agreed deadlines.
 - 6.2 Routine supply problems handled or referred to management as required by store policy.
 - 6.3 Continuous liaison with buyers, store/departments, warehouse and suppliers to ensure continuity of supply.
 - 6.4 Stock distributed according to store/department allocation.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently implements and monitors store policy/procedures regarding receipt, dispatch and secure storage of goods.

Regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods.

Monitors stock levels, storage, movement and reorder cycles on a regular basis.

Organises and coordinates stock take, according to store policy and procedures.

Consistently raises/processes stock orders and maintains record system according to store policies and procedures.

Monitors delivery processes and distributes stock to ensure continuity of supply.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

stock control

store merchandising system

current and future stock levels

bar codes

labels

price tags

store stock recording system

stock replenishment/reorder procedures

inter and intra store/department transfers

reporting of stock discrepancies/damage

identifying and recording stock losses

identifying and recording discrepancies

existing suppliers

quality control procedures and requirements

receipt and dispatch of goods including inspection for quality and quantity

Relevant licensing requirements for moving stock mechanically

Relevant legislation and statutory requirements

Relevant industry codes of practice

Relevant occupational health and safety legislation/regulations/codes of practice

Principles and techniques for interpersonal communication skills

Skills in:

Store stocktaking systems

Use of electronic recording equipment

Interpersonal communication skills

Time management

Negotiation skills

Report preparation and presentation

Literacy and numeracy skills in regard to:

stock control reports and documentation

processing orders

maintaining delivery and supply records

stock distribution records

maintaining stock ordering and recording systems

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

By informing staff of relevant roles and responsibilities for monitoring and ordering stock. (2)

How can **information be collected, analysed and organised**?

Monitoring stock levels and processing orders will require information to be collected, analysed and organised. (2)

How are **activities planned and organised**?

By implementing procedures for receipting, dispatching and storing goods. (2)

How can **team work** be applied?

Directing and allocating team members in particular roles and responsibilities requires team work. (2)

How can the use of **mathematical ideas and techniques** be applied?

Processing orders and maintaining stock levels requires the use of mathematical ideas and techniques. (2)

How can **problem solving skills** be applied?

Assessing stock losses and developing solutions requires problem solving skills. (2)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRI5A can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures for receipt and dispatch of goods

store procedures for stocktake

occupational health and safety legislation/regulations/codes of practice

industry codes of practice

legislation and statutory requirements
store merchandising and marketing policy and procedures
inter and intra store/department transfer procedures
store quality control procedures and requirements

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently implements and monitors store policy/procedures regarding receipt, dispatch and secure storage of goods.

Regularly monitors staff implementation of store procedures and documentation in regard to receipt, dispatch and secure storage of goods.

Monitors stock levels, storage, movement and reorder cycles on a regular basis.

Organises and coordinates stock take, according to store policy and procedures.

Consistently raises/processes stock orders and maintains record system according to store policies and procedures.

Monitors delivery processes and distributes stock to ensure continuity of supply.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

stock control

store merchandising system

current and future stock levels

bar codes

labels

price tags

store stock recording system

stock replenishment/reorder procedures

inter and intra store/department transfers

reporting of stock discrepancies/damage

identifying and recording stock losses

identifying and recording discrepancies

existing suppliers

quality control procedures and requirements

receipt and dispatch of goods including inspection for quality and quantity

Relevant licensing requirements for moving stock mechanically

Relevant legislation and statutory requirements

Relevant industry codes of practice

Relevant occupational health and safety legislation/regulations/codes of practice

Principles and techniques for interpersonal communication skills

Skills in:

Store stocktaking systems

Use of electronic recording equipment

Interpersonal communication skills

Time management

Negotiation skills

Report preparation and presentation

Literacy and numeracy skills in regard to:

stock control reports and documentation

processing orders

maintaining delivery and supply records

stock distribution records

maintaining stock ordering and recording systems

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

By informing staff of relevant roles and responsibilities for monitoring and ordering stock. (2)

How can **information be collected, analysed and organised**?

Monitoring stock levels and processing orders will require information to be collected, analysed and organised. (2)

How are **activities planned and organised**?

By implementing procedures for receipting, dispatching and storing goods. (2)

How can **team work** be applied?

Directing and allocating team members in particular roles and responsibilities requires team work. (2)

How can the use of **mathematical ideas and techniques** be applied?

Processing orders and maintaining stock levels requires the use of mathematical ideas and techniques. (2)

How can **problem solving skills** be applied?

Assessing stock losses and developing solutions requires problem solving skills. (2)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRI5A can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures for receipt and dispatch of goods

store procedures for stocktake

occupational health and safety legislation/regulations/codes of practice
industry codes of practice
legislation and statutory requirements
store merchandising and marketing policy and procedures
inter and intra store/department transfer procedures
store quality control procedures and requirements

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policy and procedures in regard to:

stock control

stock control system

recording procedures

procedures for investigating discrepancies

store merchandise and marketing

pricing, labelling and packaging requirements

quality control policies and procedures

Ordering and recording systems may be:

manual

electronic

Stock transfers may involve:

inter and intra store/department

Suppliers may include:

existing contacts

new contacts

local suppliers

overseas supplies

Reporting of faults may be achieved by:

fax

telephone

email

letter

verbally

Handling techniques may vary according to:

stock characteristics

industry codes of practice

Staff rostering requirements may include:

varying levels of staff training

staffing levels

routine or busy trading conditions

full time, part time or casual staff

range of staff responsibilities

Reports for management may include:

financial reports

business documents

informal reports

stocktake reports

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policy and procedures in regard to:

stock control

stock control system

recording procedures

procedures for investigating discrepancies

store merchandise and marketing

pricing, labelling and packaging requirements

quality control policies and procedures

Ordering and recording systems may be:

manual

electronic

Stock transfers may involve:

inter and intra store/department

Suppliers may include:

existing contacts

new contacts

local suppliers

overseas supplies

Reporting of faults may be achieved by:

fax

telephone

email

letter

verbally

Handling techniques may vary according to:

stock characteristics

industry codes of practice

Staff rostering requirements may include:

varying levels of staff training

staffing levels

routine or busy trading conditions

full time, part time or casual staff

range of staff responsibilities

Reports for management may include:

financial reports

business documents

informal reports

stocktake reports

Unit Sector(s)

Not applicable.

WRRLP5B Apply store security systems and procedures

Modification History

Not applicable.

Unit Descriptor

This unit builds on unit WRRLP2B Minimise Theft. It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post apprehension procedures in line with State and Territory laws.

This unit builds on unit WRRLP2B Minimise Theft. It involves the maintenance and use of store security equipment, ensuring the safety and well being of staff and customers, the detection and apprehension of thieves and the application of post apprehension procedures in line with State and Territory laws

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

Element	Performance Criteria

1	Maintain store security systems	1.1 Security equipment operated according to manufacturer's instructions and store procedures.
		1.2 Security equipment regularly checked to ensure operational effectiveness and faults.
		1.3 Regular servicing organised in line with store procedures/manufacturer's specifications.
		1.4 Surveillance of specific store areas is applied in line with store procedures.
		1.5 Security data entered accurately and updated as required by store policy and procedures.
2	Deal with potentially unsecured situations	2.1 Factors which increase security risk identified, regularly monitored, recorded and reported according to assigned instructions.
3	Detect and apprehend thieves	3.1 Evidence associated with each theft offence is collected as required by the law of evidence under State or Territory legal proceedings.
		3.2 Alternative actions to arrest are considered and facilitated for minor offences where permitted by store procedures.
		3.3 Apprehension and/or arrest of thieves is facilitated in line with store procedures and State or Territory law.
		3.4 Store detection and apprehension procedures are applied in a manner which ensures safety of self, colleagues, customers, the general public and the offender.
4	Apply post apprehension procedures	4.1 Reports prepared for police/security personnel according to legal requirements and store procedures.
		4.2 Appropriate requirements/processes applied for post apprehension.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently and accurately operates store security equipment.

Consistently applies store procedures and relevant State or Territory legislation, case law or common law in relation to the detection and apprehension of offenders.

Identifies and records evidence in accordance with relevant State/Territory legislation, case law or common law.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

dealing with theft and other property offenses, including customer bag checking procedures

dealing with other property offences, including criminal deception (false pretences), criminal (willful) damage

apprehension of offenders

operation and maintenance of store security equipment, taking into account manufacturers maintenance and operating procedures

Surveillance techniques

Relevant law and industry codes of practice and their application in relation to store policies and procedures, in regard to the checking of customers' bags and purchases

The elements of proof and defences to the offence as per the relevant State/Territory legislation, case law and common law

Relevant powers of arrest and post arrest procedures within the appropriate State or Territory and their application in relation to store policies and procedures

The applicable Rules of Evidence of the relevant State/Territory, court procedures and the giving of evidence in court

Occupational health and safety legislation/guidelines

Theft statistics, annual cost of theft, thief profiles and categories

Definition of theft and larceny

Reporting methods

Skills in:

Surveillance techniques

Literacy and numeracy skills in relation to:

interpreting legal documents

recording and reporting procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Reporting factors which increase security risk requires communication of ideas and information. (3)

How can **information be collected, analysed and organised**?

Collecting evidence associated with theft requires information to be collected, analysed and organised. (3)

How are **activities planned and organised**?

Applying store detection and apprehension procedures requires activities to be planned and organised. (3)

How can **team work** be applied?

Team work will be required when communicating information to team members. (3)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques will be required when preparing reports. (3)

How can **problem solving skills** be applied?

Problem solving skills will be applied when considering alternative actions to arrest. (3)

How can the **use of technology** be applied?

The use of technology will be applied when preparing and presenting reports. (3)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP5B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace

A simulated role play

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A real or simulated work environment

Relevant documentation, such as:

theft statistics

thief profiles

legislation and statutory requirements relating to theft and property offences

store policy and procedures manuals

Access to equipment such as:

security systems

communication equipment

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently and accurately operates store security equipment.

Consistently applies store procedures and relevant State or Territory legislation, case law or common law in relation to the detection and apprehension of offenders.

Identifies and records evidence in accordance with relevant State/Territory legislation, case law or common law.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

dealing with theft and other property offenses, including customer bag checking procedures

dealing with other property offences, including criminal deception (false pretences), criminal (willful) damage

apprehension of offenders

operation and maintenance of store security equipment, taking into account manufacturers maintenance and operating procedures

Surveillance techniques

Relevant law and industry codes of practice and their application in relation to store policies and procedures, in regard to the checking of customers' bags and purchases

The elements of proof and defences to the offence as per the relevant State/Territory legislation, case law and common law

Relevant powers of arrest and post arrest procedures within the appropriate State or Territory and their application in relation to store policies and procedures

The applicable Rules of Evidence of the relevant State/Territory, court procedures and the giving of evidence in court

Occupational health and safety legislation/guidelines

Theft statistics, annual cost of theft, thief profiles and categories

Definition of theft and larceny

Reporting methods

Skills in:

Surveillance techniques

Literacy and numeracy skills in relation to:

interpreting legal documents

recording and reporting procedures

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Reporting factors which increase security risk requires communication of ideas and information. (3)

How can **information be collected, analysed and organised**?

Collecting evidence associated with theft requires information to be collected, analysed and organised. (3)

How are **activities planned and organised**?

Applying store detection and apprehension procedures requires activities to be planned and organised. (3)

How can **team work** be applied?

Team work will be required when communicating information to team members. (3)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques will be required when preparing reports. (3)

How can **problem solving skills** be applied?

Problem solving skills will be applied when considering alternative actions to arrest. (3)

How can the **use of technology** be applied?

The use of technology will be applied when preparing and presenting reports. (3)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRLP5B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace

A simulated role play

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A real or simulated work environment

Relevant documentation, such as:

theft statistics

thief profiles

legislation and statutory requirements relating to theft and property offences

store policy and procedures manuals

Access to equipment such as:

security systems

communication equipment

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

the apprehension of thieves

the operation of security equipment

Security equipment used in stores may include:

alarms

surveillance equipment such as cameras, closed circuit television

dye tags

security barcodes

Theft and other property offences may include:

customer and bag checking procedures

criminal deception (false pretences)

criminal (wilful) damage

Appropriate requirements/processes for post apprehension include:

obtaining brief particulars

recovery of merchandise

searching offenders

rights of offenders

questioning offenders, according to State/Territory law

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

the apprehension of thieves

the operation of security equipment

Security equipment used in stores may include:

alarms

surveillance equipment such as cameras, closed circuit television

dye tags

security barcodes

Theft and other property offences may include:

customer and bag checking procedures

criminal deception (false pretences)

criminal (wilful) damage

Appropriate requirements/processes for post apprehension include:

obtaining brief particulars

recovery of merchandise

searching offenders

rights of offenders

questioning offenders, according to State/Territory law

Unit Sector(s)

Not applicable.

WRRM5A Monitor in-store visual merchandising display

Modification History

Not applicable.

Unit Descriptor

This unit involves the interpretation of a visual merchandising plan and the monitoring of the display to ensure it meets the requirements of the plan and the organisation's visual merchandising standards. The ability to contribute to the visual merchandising standards of the organisation is also required.

This unit involves the interpretation of a visual merchandising plan and the monitoring of the display to ensure it meets the requirements of the plan and the organisation's visual merchandising standards. The ability to contribute to the visual merchandising standards of the organisation is also required

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

Element

Performance Criteria

1 Interpret a visual merchandising plan	1.1 Design requirements of visual merchandising plan are identified. 1.2 Resources required to implement plan are sourced. 1.3 Factors that may impact on plan are identified. 1.4 Organisation's visual merchandising standards are applied to the plan.
2 Monitor display requirements	2.1 Display is regularly monitored to ensure it meets the requirements of the visual merchandising plan. 2.2 Damage or changes to the display are identified. 2.3 Action is taken to rectify any changes to the display.
3 Maintain displays to organisation requirements and plan	3.1 Displays are maintained so that they are clean and tidy. 3.2 Additions or changes to displays are made so the display consistently adheres to the visual merchandising plan. 3.3 Organisation's requirements for visual merchandising are maintained in the display.
4 Contribute to the visual merchandising standards of the organisation	4.1 Visual merchandising standards of the organisation are interpreted. 4.2 Opportunities for improving visual merchandising standards are identified. 4.3 Contributions to the visual merchandising standards are made as appropriate.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Accurately interprets and correctly identifies the design requirements of a visual merchandising plan.

Monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation visual merchandising standards.

Contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Basic principles of visual merchandising

Basic design principles

Organisation visual merchandising principles

Skills in:

Maintaining and updating displays according to the visual merchandising plan

Generating ideas for improving visual merchandising standards

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Contributions to visual merchandising standards need to be communicated to other members of the organisation. (2)

How can **information be collected, analysed and organised**?

Information is collected and analysed when interpreting a visual merchandising plan. (2)

How are **activities planned and organised**?

Maintaining displays and making additions or changes requires activities to be organised. (1)

How can **team work** be applied?

Team work may be required in interpreting the visual merchandising plan and maintaining the display. (1)

How can the use of **mathematical ideas and techniques** be applied?

Interpreting a visual merchandising plan may require some mathematical techniques to work out sizes and shapes of the display. (2)

How can **problem solving skills** be applied?

Ensuring that the displays meet the requirements of the visual merchandising plan will require problem solving. (2)

How can the **use of technology** be applied?

Displays may require the use of technology. (1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM5A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals

store visual merchandising standards

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Accurately interprets and correctly identifies the design requirements of a visual merchandising plan.

Monitors the display closely and completes regular maintenance to ensure it meets the requirements of the visual merchandising plan and the organisation visual merchandising standards.

Contributes appropriately to the ongoing development of the organisation's visual merchandising standards.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Basic principles of visual merchandising

Basic design principles

Organisation visual merchandising principles

Skills in:

Maintaining and updating displays according to the visual merchandising plan

Generating ideas for improving visual merchandising standards

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Contributions to visual merchandising standards need to be communicated to other members of the organisation. (2)

How can **information be collected, analysed and organised**?

Information is collected and analysed when interpreting a visual merchandising plan. (2)

How are **activities planned and organised**?

Maintaining displays and making additions or changes requires activities to be organised. (1)

How can **team work** be applied?

Team work may be required in interpreting the visual merchandising plan and maintaining the display. (1)

How can the use of **mathematical ideas and techniques** be applied?

Interpreting a visual merchandising plan may require some mathematical techniques to work out sizes and shapes of the display. (2)

How can **problem solving skills** be applied?

Ensuring that the displays meet the requirements of the visual merchandising plan will require problem solving. (2)

How can the **use of technology** be applied?

Displays may require the use of technology. (1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM5A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals
store visual merchandising standards

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Design requirements of the plan may include:

colours used
layout of the display
functionality
merchandise for display
size of display
location in store of display

Resources required to implement plan may include:

fixtures and fittings
people
time
materials
supports
lights

Factors that may impact on the plan may include:

store promotions
time requirements
budget requirements
availability of staff

Organisational visual merchandising standards may include:

store plan and design
retail image
technology available
location of display

Damage or changes to the display may include:

damage to fixtures, fittings or display supports

damage to items on display

changes in the appearance of the display

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Design requirements of the plan may include:

colours used

layout of the display

functionality

merchandise for display

size of display

location in store of display

Resources required to implement plan may include:

fixtures and fittings

people

time

materials

supports

lights

Factors that may impact on the plan may include:

store promotions

time requirements

budget requirements

availability of staff

Organisational visual merchandising standards may include:

store plan and design

retail image

technology available

location of display

Damage or changes to the display may include:

damage to fixtures, fittings or display supports

damage to items on display

changes in the appearance of the display

Unit Sector(s)

Not applicable.

WRRM6A Create a display for a small business

Modification History

Not applicable.

Unit Descriptor

This unit encompasses the competencies required to plan and implement a display for a small retail business. It involves identifying requirements for a display, developing display ideas, developing and implementing a display plan and maintaining the display.

This unit encompasses the competencies required to plan and implement a display for a small retail business. It involves identifying requirements for a display, developing display ideas, developing and implementing a display plan and maintaining the display

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

Element

Performance Criteria

1	Identify the requirements of	1.1	Purpose and audience for the display are identified.

- the display
- 1.2 Products that will be displayed are identified.
 - 1.3 Organisational requirements are identified and relevant information researched where required.
 - 1.4 Resources required to create the display are identified.
 - 1.5 Constraints or factors that may impact on the creation of the display are considered.
- 2 Develop display ideas
- 2.1 Ideas for the display are generated using creative thinking techniques.
 - 2.2 Ideas are tested against display requirements and organisational requirements.
 - 2.3 Display options are discussed with relevant personnel.
 - 2.4 Display ideas are modified and refined according to feedback.
- 3 Develop and implement display plan
- 3.1 Ideas are developed into a detailed display plan.
 - 3.2 Resources, materials and products are sourced to meet plan requirements.
 - 3.3 Display is created following the display plan.
 - 3.4 Assistance is sought from relevant personnel where required.
 - 3.5 Display is reviewed and refinements made as required.
- 4 Maintain display
- 4.1 Display is kept clean and tidy and maintained according to display plan.
 - 4.2 Products are replaced as necessary.
 - 4.3 Changes or alterations to the display are made as appropriate.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Can accurately identify the requirements of a new display.

Can create a display plan that meets the requirements of the product, the audience and the organisation.

Can successfully implement the display plan and maintain the display.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Basic design principles including:

colour

shape

use of space

flow of product

The audience for the display and what the display needs to communicate

A variety of display options

Organisational requirements in terms of product display

Skills in:

Creative thinking skills

Representing ideas in the form of a display plan

Observing when display needs to be changed, updated or altered

Maintaining display

Communicating display ideas to others

Seeking and accepting feedback from others

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Ideas for the display need to be communicated to relevant personnel. (2)

How can **information be collected, analysed and organised**?

Information on the products to be displayed and the audience for the display will be gathered and analysed. (2)

How are **activities planned and organised**?

Implementing the display plan will involve planning and organising a range of activities. (2)

How can **team work** be applied?

Team work may be required in developing ideas and implementing the plan. (1)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques may be used to develop the display plan. (1)

How can **problem solving skills** be applied?

Problem solving skills will be required in designing a display to fit the requirements of the store. (2)

How can the **use of technology** be applied?

Technology may be required in creating the display following the plan. (1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM6A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals

Access to a range of display products and materials

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Can accurately identify the requirements of a new display.

Can create a display plan that meets the requirements of the product, the audience and the organisation.

Can successfully implement the display plan and maintain the display.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Basic design principles including:

colour

shape

use of space

flow of product

The audience for the display and what the display needs to communicate

A variety of display options

Organisational requirements in terms of product display

Skills in:

Creative thinking skills

Representing ideas in the form of a display plan

Observing when display needs to be changed, updated or altered

Maintaining display

Communicating display ideas to others

Seeking and accepting feedback from others

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Ideas for the display need to be communicated to relevant personnel. (2)

How can **information be collected, analysed and organised**?

Information on the products to be displayed and the audience for the display will be gathered and analysed. (2)

How are **activities planned and organised**?

Implementing the display plan will involve planning and organising a range of activities. (2)

How can **team work** be applied?

Team work may be required in developing ideas and implementing the plan. (1)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques may be used to develop the display plan. (1)

How can **problem solving skills** be applied?

Problem solving skills will be required in designing a display to fit the requirements of the store. (2)

How can the **use of technology** be applied?

Technology may be required in creating the display following the plan. (1)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRM6A can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals

Access to a range of display products and materials

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Purpose of the display may include:

window display

promotion

sale

new products

new range

Resources required may include:

tickets

labels

materials

fixtures and fittings

staff

time

budget

Constraints or factors may include:

time

budget

staff

availability of materials

space

product characteristics

Organisational requirements may include:

organisational standards

aesthetics

budget

staff

allocated space

Relevant personnel may include:

manager

colleagues

team leader

marketing personnel

external personnel with display creation expertise

Creative thinking techniques may include:

visualisation

lateral thinking

product association

Display options may include:

indoor

outdoor

stationary

moving

sound

lighting

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Purpose of the display may include:

window display

promotion

sale

new products

new range

Resources required may include:

tickets

labels

materials

fixtures and fittings

staff

time

budget

Constraints or factors may include:

time

budget

staff

availability of materials

space

product characteristics

Organisational requirements may include:

organisational standards

aesthetics

budget

staff

allocated space

Relevant personnel may include:

manager

colleagues

team leader

marketing personnel

external personnel with display creation expertise

Creative thinking techniques may include:

visualisation

lateral thinking

product association

Display options may include:

indoor

outdoor

stationary

moving

sound

lighting

Unit Sector(s)

Not applicable.

WRRS01B Sell products and services

Modification History

Not Applicable

Unit Descriptor

Not Applicable

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

Not Applicable

Required Skills and Knowledge

Not Applicable

Evidence Guide

Not Applicable

Range Statement

Not Applicable

Unit Sector(s)

Not Applicable

WRRS4B Build relationships with customers

Modification History

Not applicable.

Unit Descriptor

This unit builds on units WRRS1B Sell products and services and WRRS2B Advise on products and services. It involves the use of advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to the customer, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations.

This unit builds on units WRRS1B Sell products and services and WRRS2B Advise on products and services. It involves the use of advanced sales techniques in building relationships with customers and interacting with customers, applying expert product knowledge as it relates to the customer, dealing with difficult customers, establishing and maintaining a customer database, and conducting sales presentations

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

Element	Performance Criteria
1 Establish rapport with customers	1.1 Rapport/relationship with customer established and a genuine interest in customer needs/requirements expressed to enhance customer commitment, trust and credibility of store and to build return customer base. 1.2 Professional ethics maintained with the customer to promote store image and credibility. 1.3 Customer needs and preferences accurately clarified to maximise sales opportunities. 1.4 Sales opportunities maximised by use of add on and complementary sales techniques. 1.5 Customer given space and time to evaluate purchase decision, while time is used to maximum advantage for customer and store. 1.6 Effective methods of closing sales demonstrated.
2 Apply expert knowledge	2.1 Customer provided with accurate information regarding product and service appraisals, correct statements and warranties according to legal requirements. 2.2 Detailed knowledge of supplier and/or manufacturer information provided according to customer needs and within guidelines of commercial confidentiality. 2.3 Product/stock range evaluated, features and benefits of products/services accurately demonstrated where appropriate and recommendations made to the customer to maximise sales potential. 2.4 Customer interest in product/service maximised through price negotiation where applicable and payment/credit options offered according to store policy. 2.5 Prices and/or discounts accurately calculated according to pricing determinants and store policy.
3 Provide post sales support	3.1 Evidence of ongoing support accurately provided as sale is concluded.

- 3.2 Back up service accurately explained and customer reassured according to legal requirements and store policy.
 - 3.3 Customer provided with store/salesperson's contact details to provide line of contact and customer followed up according to store policy.
 - 3.4 Customer and/or transaction details accurately entered to customer database.
- 4 Plan sales presentations
 - 4.1 Presentation planned to complement product characteristics.
 - 4.2 Client group selected according to product characteristics and store merchandising policy.
 - 4.3 Promotional materials accessed where required and distributed to client group.
 - 4.4 Range of products/services selected and prepared for presentation to reflect store image, demographics and merchandising plan.
- 5 Implement sales presentation
 - 5.1 Numbers of support staff, where required, sufficient and adequately briefed for presentation.
 - 5.2 Communication skills applied to effectively create interest, focus attention, encourage customer interaction with individuals and/or groups.
 - 5.3 Products/services demonstrated to create a buying environment.
 - 5.4 Results of sales presentation measured according to predetermined criteria, overall performance reviewed, and results applied to future sales presentations according to store sales policy.
- 6 Maintain and utilise a customer data base
 - 6.1 Customer confidentiality maintained as required by store policy and legal requirements.
 - 6.2 Customer records accurately developed, regularly maintained and securely stored according to store policies and procedures.
 - 6.3 Regular customers accurately identified and followed up according to store marketing policy.

- 6.4 Customer records accurately utilised to advise customers on products and services of possible interest.
 - 6.5 Customer clubs and reward schemes implemented where required according to store promotional activities.
- 7 Deal with difficult customers
 - 7.1 Customer complaints/problems acknowledged and customer supported reassuringly to produce positive outcome.
 - 7.2 Customer encouraged to verbalise issue and active listening used to minimise customer frustration.
 - 7.3 Customer's confidence in the sales assistant and product/service developed to promote long term commitment and trust to store.
 - 7.4 Mutually acceptable resolution of complaint established.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently applies store policies and procedures, in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support.

Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.

Consistently develops customer commitment to store and builds return customer base by establishing rapport/relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs/requirements.

Consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales.

Consistently and accurately applies detailed knowledge of manufacturers'/suppliers' supply, back up service and warranty information to enhance customer support.

Consistently uses effective questioning, listening and observation skills to accurately determine customer requirements.

Consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance.

Consistently evaluates personal and or team sales performance to maximise future sales.

Consistently and accurately establishes, records and maintains customer records/details, maintains customer confidentiality, ensures secure storage and uses customer records to maximise customer interest and create a buying atmosphere.

Consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

establishing, maintaining and utilising customer records

updating and maintaining customer mailing lists

methods of maintaining customer confidentiality and secure storage of customer details

price negotiation and payment/credit options

resolving customer complaints

Store/area merchandise and service range

Relevant legislation and statutory requirements

Relevant industry codes of practice

Occupational health and safety requirements such as:

manual handling

plant and equipment

hazardous substances and dangerous goods

workers compensation

Customer types and needs including:

customer buying motives/customer behaviour and cues

individual and cultural differences, demographics/lifestyle/income

types of customer needs, eg functional, psychological

Pricing procedures including Goods and Services Tax (GST) requirements

Skills in:

Selling techniques

opening and closing techniques

buying signals

strategies to focus customer on specific merchandise

add ons and complimentary sales

overcoming customer objections

Presentation skills

Conflict resolution

Interpersonal communication

Accessing relevant product information

Literacy skills in regard to:

reading and understanding product information

reading and understanding store policies and procedures

recording client and sales information

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions.

Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Ideas and information will need to be communicated to customers and to support staff. (2)

How can **information be collected, analysed and organised**?

Information on products and services will need to be collected, analysed and organised. (2)

How are **activities planned and organised**?

Planning presentations will require activities to be planned and organised. (2)

How can **team work** be applied?

Team work will be applied when briefing staff members on product/service information. (2)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques will be applied when negotiating price and credit options. (2)

How can **problem solving skills** be applied?

Problem solving skills will be applied when dealing with customer complaints and establishing acceptable resolution. (2)

How can the **use of technology** be applied?

The use of technology will be applied through calculating prices and/or discounts and maintaining customer database. (2)

Context of assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS4B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant sources of product information

Relevant documentation, such as:

store policy and procedures manuals

industry codes of practice and relevant legislation

occupational health and safety legislation/regulations/codes of practice

Access to a range of customers with different requirements

Access to an appropriate range of products and/or equipment

Access to a customer data base system

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Consistently applies store policies and procedures, in regard to selling products and services, dealing with customers, planning and implementing sales presentations and providing after sales support.

Consistently applies industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services.

Consistently develops customer commitment to store and builds return customer base by establishing rapport/relationship with customer, maintaining professional ethics, and accurately discerning customer buying motives and customer needs/requirements.

Consistently maximises sales opportunities by using effective selling techniques, applying detailed product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales.

Consistently and accurately applies detailed knowledge of manufacturers'/suppliers' supply, back up service and warranty information to enhance customer support.

Consistently uses effective questioning, listening and observation skills to accurately determine customer requirements.

Consistently and effectively plans, prepares and conducts sales presentations and briefs support staff where required, to create a buying environment and maximise sales performance.

Consistently evaluates personal and or team sales performance to maximise future sales.

Consistently and accurately establishes, records and maintains customer records/details, maintains customer confidentiality, ensures secure storage and uses customer records to maximise customer interest and create a buying atmosphere.

Consistently resolves customer complaints by acknowledging problems and supporting customer to produce positive outcomes and obtain mutually acceptable complaint resolution.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

establishing, maintaining and utilising customer records

updating and maintaining customer mailing lists

methods of maintaining customer confidentiality and secure storage of customer details

price negotiation and payment/credit options

resolving customer complaints

Store/area merchandise and service range

Relevant legislation and statutory requirements

Relevant industry codes of practice

Occupational health and safety requirements such as:

manual handling

plant and equipment

hazardous substances and dangerous goods

workers compensation

Customer types and needs including:

customer buying motives/customer behaviour and cues

individual and cultural differences, demographics/lifestyle/income

types of customer needs, eg functional, psychological

Pricing procedures including Goods and Services Tax (GST) requirements

Skills in:

Selling techniques

opening and closing techniques

buying signals

strategies to focus customer on specific merchandise

add ons and complimentary sales

overcoming customer objections

Presentation skills

Conflict resolution

Interpersonal communication

Accessing relevant product information

Literacy skills in regard to:

reading and understanding product information

reading and understanding store policies and procedures

recording client and sales information

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Ideas and information will need to be communicated to customers and to support staff. (2)

How can **information be collected, analysed and organised**?

Information on products and services will need to be collected, analysed and organised. (2)

How are **activities planned and organised**?

Planning presentations will require activities to be planned and organised. (2)

How can **team work** be applied?

Team work will be applied when briefing staff members on product/service information. (2)

How can the use of **mathematical ideas and techniques** be applied?

Mathematical ideas and techniques will be applied when negotiating price and credit options. (2)

How can **problem solving skills** be applied?

Problem solving skills will be applied when dealing with customer complaints and establishing acceptable resolution. (2)

How can the **use of technology** be applied?

The use of technology will be applied through calculating prices and/or discounts and maintaining customer database. (2)

Context of assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRS4B can be assessed with other units which make up a specific job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant sources of product information

Relevant documentation, such as:

store policy and procedures manuals

industry codes of practice and relevant legislation

occupational health and safety legislation/regulations/codes of practice

Access to a range of customers with different requirements

Access to an appropriate range of products and/or equipment

Access to a customer data base system

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

selling products and services

maintaining and utilising client records

promotional, marketing, discounting and reward programs

dealing with difficult customers

Legal requirements may include:

Trade Practices Act

environmental protection legislation

occupational health and safety requirements

transport, storage and handling of goods

pricing procedures including Goods and Services Tax (GST) requirements

privacy laws

liquor laws

tobacco laws

sale of second hand goods

health and welfare law specific to local government, state and federal legislation

Customer personal details may include:

customers name and contact details

transactions records

personal preferences

anniversaries/special dates

details of items bought or returned

Customer needs and preferences or requirements may include:

product type

brand

size

product characteristics

customer physical needs

price

Customer database may be:

manual

computer based

Customer loyalty schemes may include:

customer clubs

customer reward schemes

credit or discount facilities

special offers

Sales techniques will include:

add on, complementary products/services

selling up or down

suggestive selling

variety of methods of closing sales

Customers may include:

regular and new customers

people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Sales presentations may be:

in house

on client site

visual

verbal

Difficult customers may include:

aggressive

assertive

passive

fussy

demanding

rude

exasperated

arrogant

Interpersonal skills associated with verbal and non-verbal communication may include:

identification of customer cues

dealing with a single customer

families or groups

Back up service may include:

delivery specifications

warranties/guarantees

Customer needs may be clarified through:

observation

appropriate questioning

active listening

empathy

reassurance and confirmation

Maintaining professional ethics with the customer may include:

honesty

positive statements

confirmed appraisals of products and services

Product characteristics may include:

features and benefits

price range

supplier or manufacturer information

target group

Promotional materials may include:

brochures

pamphlets

posters

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policies and procedures in regard to:

selling products and services

maintaining and utilising client records

promotional, marketing, discounting and reward programs

dealing with difficult customers

Legal requirements may include:

Trade Practices Act

environmental protection legislation

occupational health and safety requirements

transport, storage and handling of goods

pricing procedures including Goods and Services Tax (GST) requirements

privacy laws

liquor laws

tobacco laws

sale of second hand goods

health and welfare law specific to local government, state and federal legislation

Customer personal details may include:

customers name and contact details

transactions records

personal preferences

anniversaries/special dates

details of items bought or returned

Customer needs and preferences or requirements may include:

product type

brand

size

product characteristics

customer physical needs

price

Customer database may be:

manual

computer based

Customer loyalty schemes may include:

customer clubs

customer reward schemes

credit or discount facilities

special offers

Sales techniques will include:

add on, complementary products/services

selling up or down

suggestive selling

variety of methods of closing sales

Customers may include:

regular and new customers

people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Sales presentations may be:

in house

on client site

visual

verbal

Difficult customers may include:

aggressive

assertive

passive

fussy

demanding

rude

exasperated

arrogant

Interpersonal skills associated with verbal and non-verbal communication may include:

identification of customer cues

dealing with a single customer

families or groups

Back up service may include:

delivery specifications

warranties/guarantees

Customer needs may be clarified through:

observation

appropriate questioning

active listening

empathy

reassurance and confirmation

Maintaining professional ethics with the customer may include:

honesty

positive statements

confirmed appraisals of products and services

Product characteristics may include:

features and benefits

price range

supplier or manufacturer information

target group

Promotional materials may include:

brochures

pamphlets

posters

Unit Sector(s)

Not applicable.

WRRSS3B Recommend jewellery products and services

Modification History

Not applicable.

Unit Descriptor

This unit builds on unit WRRS2B Advise on products and services. It involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on jewellery products and repairs including watches, semi precious/precious metals, gemstones and jewels whilst protecting the security of store stock and customers personal jewellery.

This unit builds on unit WRRS2B Advise on products and services. It involves the application of specialised product knowledge to provide accurate advice to customers and other sales staff on jewellery products and repairs including watches, semi precious/precious metals, gemstones and jewels whilst protecting the security of store stock and customers personal jewellery

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

Element	Performance Criteria
1 Research store product range	1.1 Product knowledge developed by accessing relevant sources of information. 1.2 Store product range correctly identified according to relevant product information. 1.3 Gemstones/jewels correctly identified according to relevant product information. 1.4 Metals correctly identified according to relevant product information. 1.5 Watches correctly identified according to relevant product information.
2 Recommend specialised jewellery products	2.1 Customer's lifestyle/needs accurately identified. 2.2 Detailed specialised product knowledge applied to provide accurate advice to customers. 2.3 Features and benefits of jewellery products demonstrated to customers to create a buying environment. 2.4 Accurate statement of product supplied to customer according to legislative requirements and the Jewellery and Timepieces Industry Code.
3 Advise on jewellery product warranties	3.1 Comparisons between product/ manufacturers warranty terms clearly explained to customer. 3.2 Individual product warranty terms and conditions accurately confirmed by consulting relevant sources of information and accurately conveyed to customers. 3.3 Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties, according to store policies and procedures.
4 Protect stock	4.1 Stock regularly cleaned and polished according to manufacturers care instructions and store procedures. 4.2 Stock handled with care to prevent damage or

- breakage according to store procedures.
- 4.3 Stock replaced in designated location immediately after showing completed.
- 4.4 Display units kept locked at all times.
- 4.5 Fine jewellery shown one item at time, and immediately replaced in designated location according to store procedures.
- 4.6 Vigilance in regard to observation/watching of stock maintained according to store procedures.
- 4.7 Procedures for transfer of stock between safe and display units observed according to store security procedures.
- 4.8 Confidentiality of store security procedures maintained at all times.
- 4.9 Premises opened/closed and alarms set/de-armed in accordance with store security procedures.
- 4.1 Security of keys, safe combinations and codes maintained according to store security procedures.
- 5 Advise on and arrange product services and repairs
 - 5.1 Service/repair process identified and accurately described to customer.
 - 5.2 Price and timelines for basic service/repairs identified and quoted to customer where applicable.
 - 5.3 Customer requirements in regard to remake/redesign of jewellery identified, and alternatives evaluated and conveyed to customer according to store policy.
 - 5.4 Customer details identified and accurately transcribed to repair form, according to store policy and legal requirements.
 - 5.5 Item for repair identified and accurately described, including agreed value, according to store policy and legal requirements.
 - 5.6 Item for repair labelled and securely stored according to store policy.

- 5.7 Watch, battery or band replacement performed as required without damage to product and according to store policy.
- 5.8 Jewellery removal performed as required according to store policy and legislative requirements.
- 5.9 Ear piercing performed as required according to store policy and legislative requirements.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Continually updates and applies product knowledge to provide comprehensive advice to customers and staff.

Consistently applies store policies and procedures and industry codes of practice in regard to sales/customer service procedures.

Advises customers and informs sales team members of store product range, including the names and appearance of jewels and gemstones, precious and non precious metals and a range of watches.

Applies store security procedures with regard to the handling and protection of stock.

Advises on, arranges for and performs store jewellery services, internal and external, including repairs, in accordance with store policy and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

sales/customer service

methods of dealing with special needs/requests of customers

customer complaints

store product handling, display and security, including showing stock, locking counters and windows, storage of goods

store jewellery/watch repair services

ear piercing processes, if applicable

Store jewellery product range, including:

basic recognition of jewels and gemstones, their names, quality, storage and care requirements

identification of common metals used in jewellery and their names, type, metal carat content and stamping

comparisons between watch styles and brands including their compliance/non-compliance with regard to water resistance standard

Product/manufacturer's warranty terms and conditions

Relevant legislation and statutory requirements

Relevant industry codes of practice, including Jewellery and Timepieces Industry Code

Relevant occupational health and safety legislation/regulations/codes of practice

Skills in:

Interpersonal communication skills

Handling customers with special needs, including difficult or abusive customers

Methods for performing jewellery/watch/watch band repairs

Anatomy of the ear and techniques for ear piercing, in accordance with store policy and legal requirements, if applicable

Literacy skills in the following areas:

reading and understanding product information

reading and understanding product warranties and guarantees

reading and understanding store policies and procedures

Numeracy skills in:

calculating and quoting repair/service prices

understanding and applying gemstone quality/value

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Information on products and services needs to be communicated to customers and staff. (2)

How can **information be collected, analysed and organised**?

Accessing product knowledge requires information to be collected, analysed and organised. (2)

How are **activities planned and organised**?

Establishing and performing required services and repairs requires activities to be planned and organised. (2)

How can **team work** be applied?

Maintaining store security will require team work. (2)

How can the use of **mathematical ideas and techniques** be applied?

Calculating and quoting on service and repairs requires the use of mathematical ideas and techniques. (2)

How can **problem solving skills** be applied?

Establishing correct service or repair for product requires problem solving skills. (2)

How can the **use of technology** be applied?

The use of security systems and alarms requires the use of technology. (2)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRSS3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals

industry codes of practice and relevant legislation

occupational health and safety legislation/regulations/codes of practice

Access to an appropriate range of jewellery products

Access to a range of customers with different requirements

Jewellery/watch repair tools and techniques

Access to appropriate equipment to perform other services, such as ear piercing, according to store policy and procedures

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Continually updates and applies product knowledge to provide comprehensive advice to customers and staff.

Consistently applies store policies and procedures and industry codes of practice in regard to sales/customer service procedures.

Advises customers and informs sales team members of store product range, including the names and appearance of jewels and gemstones, precious and non precious metals and a range of watches.

Applies store security procedures with regard to the handling and protection of stock.

Advises on, arranges for and performs store jewellery services, internal and external, including repairs, in accordance with store policy and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

sales/customer service

methods of dealing with special needs/requests of customers

customer complaints

store product handling, display and security, including showing stock, locking counters and windows, storage of goods

store jewellery/watch repair services

ear piercing processes, if applicable

Store jewellery product range, including:

basic recognition of jewels and gemstones, their names, quality, storage and care requirements

identification of common metals used in jewellery and their names, type, metal carat content and stamping

comparisons between watch styles and brands including their compliance/non-compliance with regard to water resistance standard

Product/manufacturer's warranty terms and conditions

Relevant legislation and statutory requirements

Relevant industry codes of practice, including Jewellery and Timepieces Industry Code

Relevant occupational health and safety legislation/regulations/codes of practice

Skills in:

Interpersonal communication skills

Handling customers with special needs, including difficult or abusive customers

Methods for performing jewellery/watch/watch band repairs

Anatomy of the ear and techniques for ear piercing, in accordance with store policy and legal requirements, if applicable

Literacy skills in the following areas:

reading and understanding product information

reading and understanding product warranties and guarantees

reading and understanding store policies and procedures

Numeracy skills in:

calculating and quoting repair/service prices

understanding and applying gemstone quality/value

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

Information on products and services needs to be communicated to customers and staff. (2)

How can **information be collected, analysed and organised**?

Accessing product knowledge requires information to be collected, analysed and organised. (2)

How are **activities planned and organised**?

Establishing and performing required services and repairs requires activities to be planned and organised. (2)

How can **team work** be applied?

Maintaining store security will require team work. (2)

How can the use of **mathematical ideas and techniques** be applied?

Calculating and quoting on service and repairs requires the use of mathematical ideas and techniques. (2)

How can **problem solving skills** be applied?

Establishing correct service or repair for product requires problem solving skills. (2)

How can the **use of technology** be applied?

The use of security systems and alarms requires the use of technology. (2)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRSS3B can be assessed with other units which make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant documentation, such as:

store policy and procedures manuals

industry codes of practice and relevant legislation

occupational health and safety legislation/regulations/codes of practice

Access to an appropriate range of jewellery products

Access to a range of customers with different requirements

Jewellery/watch repair tools and techniques

Access to appropriate equipment to perform other services, such as ear piercing, according to store policy and procedures

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policy and procedures in regard to:

selling jewellery products and services

security of stock

Store merchandise range may include:

jewellery

watches

silver plate

fine porcelain

gift ware

Jewellery may include:

rings

necklaces

bracelets

chains

broaches

ear rings

Gemstones may include:

precious or semi-precious

natural

organic or synthetics

Watches may include:

analogue

digital

battery operated

manual

automatic

wind up

water resistant

Store service range may include:

jewellery repairs and cleaning

jewellery resizing

jewellery removal

ear piercing

watch cleaning and repairs

performed on or off the premises

Product information may include:

manufacturing process

composition of base products/ materials

quality

design features

price range

type/brands

suppliers

features

quality

storage and care requirements

warranties

wearing capacity

metal content

metal carat content

stamping

complementary or add on products

water resistance of various watches

name of stone

faceting

origin

Relevant sources of information may include:

store or suppliers product manuals

product leaflets

sales representatives

technical/design staff

Internet

customer feedback

store warranty information

product warranty manuals

designated staff members

contacting suppliers direct

Manufacturing process may include:

hand made

machine made

cast

soldering process

setting

metal carat content (stamping)

Legislative requirements may include:

occupational health and safety

consumer law

Trade Practices and Fair Trading Acts

industry codes of practice

health and hygiene

sale of second hand goods

Customers may include:

those with routine or special requests

regular and new customers

people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policy and procedures in regard to:

selling jewellery products and services

security of stock

Store merchandise range may include:

jewellery

watches

silver plate

fine porcelain

gift ware

Jewellery may include:

rings

necklaces

bracelets

chains

broaches

ear rings

Gemstones may include:

precious or semi-precious

natural

organic or synthetics

Watches may include:

analogue

digital

battery operated

manual

automatic

wind up

water resistant

Store service range may include:

jewellery repairs and cleaning

jewellery resizing

jewellery removal

ear piercing

watch cleaning and repairs

performed on or off the premises

Product information may include:

manufacturing process

composition of base products/ materials

quality

design features

price range

type/brands

suppliers

features

quality

storage and care requirements

warranties

wearing capacity

metal content

metal carat content

stamping

complementary or add on products

water resistance of various watches

name of stone

faceting

origin

Relevant sources of information may include:

store or suppliers product manuals

product leaflets

sales representatives

technical/design staff

Internet

customer feedback

store warranty information

product warranty manuals

designated staff members

contacting suppliers direct

Manufacturing process may include:

hand made

machine made

cast

soldering process

setting

metal carat content (stamping)

Legislative requirements may include:

occupational health and safety

consumer law

Trade Practices and Fair Trading Acts

industry codes of practice

health and hygiene

sale of second hand goods

Customers may include:

those with routine or special requests

regular and new customers

people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Unit Sector(s)

Not applicable.

WRRSS8B Recommend cameras, photographic equipment and services

Modification History

Not applicable.

Unit Descriptor

This unit builds on unit WRRS2B Advise on products and services. It involves the application of manufacturer's product information and the basic principles of photography to provide advice to customers and other sales staff, with regard to the design features, technical characteristics, warranties and prices of cameras, and miscellaneous photographic equipment and supplies. It also includes the provision of information on store camera and photographic services and repairs.

This unit builds on unit WRRS2B Advise on products and services. It involves the application of manufacturer's product information and the basic principles of photography to provide advice to customers and other sales staff, with regard to the design features, technical characteristics, warranties and prices of cameras, and miscellaneous photographic equipment and supplies. It also includes the provision of information on store camera and photographic services and repairs

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

Element	Performance Criteria
1 Research store camera and photographic product range	1.1 Product knowledge developed by accessing relevant sources of information. 1.2 Products correctly identified according to relevant product information. 1.3 Knowledge and application of manufacturer's technical information developed. 1.4 Operation of store products accurately demonstrated according to store policy. 1.5 Film loading and unloading techniques for camera product range accurately demonstrated.
2 Recommend cameras and photographic equipment	2.1 Customers needs accurately identified. 2.2 Technical features and benefits from manufacturer's specifications accurately conveyed to customers to assist buying decisions according to legislative requirements. 2.3 Operation of camera/photographic equipment demonstrated or explained to customers in a systematic manner as required to create a buying environment.
3 Advise on product warranties	3.1 Comparisons between product/manufacturer's warranties clearly explained to customers. 3.2 Individual product warranty terms and conditions confirmed by accessing relevant sources of information and accurately conveyed to customers. 3.3 Customer provided with written information regarding individual product warranty terms and conditions, especially extended or promotional warranties according to store policies and procedures.
4 Negotiate price and payment options	4.1 Store recommended retail pricing for various brand options accurately conveyed to customers according to legislative requirements.

- 4.2 Individual product prices negotiated where necessary according to store policy to achieve a sale.
 - 4.3 Store payment options accurately conveyed to customers and a preferred option negotiated following store procedures.
- 5 Advise on and arrange photographic services and repairs
 - 5.1 Customer advised on store range of photographic services according to store policy and procedures.
 - 5.2 Customer questioned to determine nature of problem.
 - 5.3 Problem diagnosed in terms of operator/camera/processing faults by accessing manufacturer's or film processor information.
 - 5.4 Solutions offered according to nature of problem, available product/processing information and store policy.
 - 5.5 Service/repair process identified and accurately described to customer as required according to store policy.
 - 5.6 Price and timelines for basic service/repairs identified and quoted to customer where applicable.
 - 5.7 Customer details identified and accurately transcribed to repair forms according to store procedures and legal requirements.
 - 5.8 Item for repair labelled and securely stored according to store policy.
 - 5.9 Customer notified without undue delay on arrival/completion of service/repair.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Continually updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information and basic principles of light/photography and film exposure, type and speed.

Consistently applies store policies and procedures and industry codes of practice in regard to sales/customer service procedures.

Advises customers and informs sales team members of quality, design features, benefits and operation/performance characteristics of store range of cameras and photographic equipment and supplies.

Advises on stock availability and warranties and price/payment options.

Applies problem solving strategies to assist customers with operator/camera/processing faults.

Advises on, negotiates and arranges camera and photographic equipment product services and repairs in accordance with store policy and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

sales/customer service

methods of dealing with special needs/requests of customers

customer complaints

Manufacturers technical information, including application of light principles

Camera and photographic equipment accessories, including film, lenses and lens systems, filters, batteries, lighting equipment and photo processing supplies

Advanced Photo Systems (APS), including large, medium and small film format

Store camera, film processing and repair services

Pricing procedures including Goods and Services Tax (GST) requirements

Relevant legislation and statutory requirements

Relevant industry codes of practice

Relevant occupational health and safety legislation/regulations/codes of practice

Skills in:

Interpersonal communication skills

Operating camera and photographic equipment

Literacy skills in regard to:

reading and interpreting product specifications

Numeracy skills in regard to:

basic principles of photography, including film/film speed, aperture, focal length, shutter speed

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

By establishing customer needs and recommending relevant equipment and services. (2)

How can **information be collected, analysed and organised**?

By identifying manufacturer technical information and relaying it to customer requirements. (2)

How are **activities planned and organised**?

By identifying comparisons between products and being able to explain these to customers. (2)

How can **team work** be applied?

Team work can be applied when discussing product information with team members. (2)

How can the use of **mathematical ideas and techniques** be applied?

Negotiating price and payment options will require the use of mathematical ideas and techniques. (2)

How can **problem solving skills** be applied?

Establishing problems with equipment and identifying solutions will require problem solving skills. (2)

How can the **use of technology** be applied?

Operating camera equipment and computer processes requires the use of technology. (2)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRSS8B can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context. Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant sources of product information

Relevant documentation, such as:

store policy and procedures manuals

industry codes of practice and relevant legislation

occupational health and safety legislation/regulations/codes of practice

Access to an appropriate range of cameras and photographic equipment

Access to a range of customers with different requirements

The following components of the evidence guide relate directly to the performance criteria and the range of variables for the unit of competency and provide guidance for assessment of the unit in the workplace and/or training program.

Critical Aspects of Evidence

Competency in this unit requires evidence that the candidate:

Continually updates and applies product knowledge to provide comprehensive advice to customers and staff, including technical information and basic principles of light/photography and film exposure, type and speed.

Consistently applies store policies and procedures and industry codes of practice in regard to sales/customer service procedures.

Advises customers and informs sales team members of quality, design features, benefits and operation/performance characteristics of store range of cameras and photographic equipment and supplies.

Advises on stock availability and warranties and price/payment options.

Applies problem solving strategies to assist customers with operator/camera/processing faults.

Advises on, negotiates and arranges camera and photographic equipment product services and repairs in accordance with store policy and procedures.

Underpinning Skills and Knowledge

Knowledge and skills are essential to apply this unit in the workplace, to transfer to other contexts and deal with unplanned events. The requirements for this unit of competency are listed below:

Knowledge of:

Store policies and procedures, in regard to:

sales/customer service

methods of dealing with special needs/requests of customers

customer complaints

Manufacturers technical information, including application of light principles

Camera and photographic equipment accessories, including film, lenses and lens systems, filters, batteries, lighting equipment and photo processing supplies

Advanced Photo Systems (APS), including large, medium and small film format

Store camera, film processing and repair services

Pricing procedures including Goods and Services Tax (GST) requirements

Relevant legislation and statutory requirements

Relevant industry codes of practice

Relevant occupational health and safety legislation/regulations/codes of practice

Skills in:

Interpersonal communication skills

Operating camera and photographic equipment

Literacy skills in regard to:

reading and interpreting product specifications

Numeracy skills in regard to:

basic principles of photography, including film/film speed, aperture, focal length, shutter speed

Generic Process Skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied?

By establishing customer needs and recommending relevant equipment and services. (2)

How can **information be collected, analysed and organised**?

By identifying manufacturer technical information and relaying it to customer requirements. (2)

How are **activities planned and organised**?

By identifying comparisons between products and being able to explain these to customers. (2)

How can **team work** be applied?

Team work can be applied when discussing product information with team members. (2)

How can the use of **mathematical ideas and techniques** be applied?

Negotiating price and payment options will require the use of mathematical ideas and techniques. (2)

How can **problem solving skills** be applied?

Establishing problems with equipment and identifying solutions will require problem solving skills. (2)

How can the **use of technology** be applied?

Operating camera equipment and computer processes requires the use of technology. (2)

Context of Assessment

Assessment Process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated Competency Assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRSS8B can be assessed with other units that make up a particular job function.

Evidence Gathering Methods

Evidence should include products, processes and procedures from the workplace context.

Evidence might include:

Observation of the person in the workplace

Third party reports from a supervisor

Customer feedback

Answers to questions about specific skills and knowledge

Resources Required

A retail work environment

Relevant sources of product information

Relevant documentation, such as:

store policy and procedures manuals

industry codes of practice and relevant legislation

occupational health and safety legislation/regulations/codes of practice

Access to an appropriate range of cameras and photographic equipment

Access to a range of customers with different requirements

Range Statement

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policy and procedures with regard to:

selling camera and photographic products and services

Store merchandise range may include:

cameras, including compacts, focus free/fixed, auto focus, twin lens and zoom, digital

lens systems, including single lens reflex (SLR), interchangeable lens, auto/manual focus
electronic flash

advance photo systems

video cameras including VHS-C, SVHS-C, Video 8, H8

accessories, including film, lens, filters, batteries, flash guns, lighting equipment, tripods,
books/manuals, albums/frames, photo processing supplies, binoculars and telescopes

Store service range may include:

product service and repairs

film processing, enlargements, enhancements

framing

Diagnosis of problems may occur:

face to face

by telephone

by correspondence

Customers may include:

people with routine or special requests

people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Relevant sources of information may include:

suppliers product leaflets

store product manuals

sales representatives

Internet

warranty information

customer feedback

staff members

contacting suppliers direct

Product/technical information may include:

operation and use

quality

brand options

product and design features

manufacturing process

country of manufacture

price

application of light principles

film exposure

film speed

film type

focal length

depth of field

aperture and shutter speed

Legislative requirements may include:

consumer law

occupational health and safety

environmental protection

waste disposal

pricing procedures including Goods and Services Tax (GST) requirements

sale of second hand goods

industry codes of practice

Trade Practices and Fair Trading Acts

hazardous substances and dangerous goods

Customer needs may include:

usage requirements

interests

skill level

price range

The Range of Variables provide the range of applications of this unit of competency to allow for differences within enterprises and workplaces. It provides details of practices, knowledge and requirements referred to in the elements and performance criteria. The variables chosen in training and assessment will depend on the work contexts.

The following variables may include but are not limited to:

Store policy and procedures with regard to:

selling camera and photographic products and services

Store merchandise range may include:

cameras, including compacts, focus free/fixed, auto focus, twin lens and zoom, digital

lens systems, including single lens reflex (SLR), interchangeable lens, auto/manual focus

electronic flash

advance photo systems

video cameras including VHS-C, SVHS-C, Video 8, H8

accessories, including film, lens, filters, batteries, flash guns, lighting equipment, tripods, books/manuals, albums/frames, photo processing supplies, binoculars and telescopes

Store service range may include:

product service and repairs

film processing, enlargements, enhancements

framing

Diagnosis of problems may occur:

face to face

by telephone

by correspondence

Customers may include:

people with routine or special requests

people from a range of social, cultural or ethnic backgrounds and physical and mental abilities

Relevant sources of information may include:

suppliers product leaflets

store product manuals

sales representatives

Internet

warranty information

customer feedback

staff members

contacting suppliers direct

Product/technical information may include:

operation and use

quality

brand options

product and design features

manufacturing process

country of manufacture

price

application of light principles

film exposure

film speed

film type

focal length

depth of field

aperture and shutter speed

Legislative requirements may include:

consumer law

occupational health and safety

environmental protection

waste disposal

pricing procedures including Goods and Services Tax (GST) requirements

sale of second hand goods

industry codes of practice

Trade Practices and Fair Trading Acts

hazardous substances and dangerous goods

Customer needs may include:

usage requirements

interests

skill level

price range

Unit Sector(s)

Not applicable.

WRRVM15A Style merchandise for photography

Modification History

Not applicable.

Unit Descriptor

This unit involves the application of photographic styling techniques to visual merchandising arrangements.

This unit involves the application of photographic styling techniques to visual merchandising arrangements

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

Element

Performance Criteria

1 Work effectively as a stylist	1.1 Work is performed with an emphasis on research, planning and forecasting.

	1.2	Resourcing for shooting is completed within prescribed deadlines and to specified budgets.
	1.3	A comprehensive stylist kit is developed and maintained.
2 Collaborate with key creative and production personnel	2.1	Promotional job brief is accurately interpreted.
	2.2	Effective communication occurs with creative and production team members, and responsibility is accepted for own output.
3 Carry out steps in stylist planning	3.1	Action plan and critical milestones are documented and tasks are completed according to timelines.
4 Source props and merchandise for photographic assignments	4.1	Props and merchandise are sourced and acquired within designated timeframes as required for specific assignments.
	4.2	Props are hired according to industry procedures where required.
	4.3	A current and ongoing resource file of services and supplies is maintained for future assignments.
5 Place merchandise and props for photographs	5.1	Styled arrangements demonstrate the application of design principles to two-dimensional and three-dimensional work.
	5.2	Arrangements reflect appropriate selection of colour and appreciation of technical lighting and camera arrangements to achieve desired outcomes.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

Sample analysis of a project brief and subsequent stylist action plan.

Examples of personally styled photographs.

Answers to questions on photographic styling.

Underpinning knowledge and skills

Knowledge including:

The elements and principles of design.

20th century design trends.

Contemporary design issues.

Copyright and intellectual property issues and legislation and their impact on design practice.

The psychological and marketable characteristics of colour in visual merchandising.

The application and effects of light on colour in photography.

Photographic techniques and terminology.

Skills including:

Creative thinking skills.

Design application.

Ability to work in a team.

Time management skills.

Attention to detail.

Generic process skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions.

Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency.

Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied? (2)

Communication of ideas and information will be applied when negotiating and interpreting the project brief.

How can **information be collected, analysed and organised**? (2)

Information on the project brief the available budget and required materials will need to be collected analysed and organised.

How are **activities planned and organised**? (3)

Activities are planned and organised through the development of a stylist project action plan.

How can **team work** be applied? (2)

Team work will be applied when seeking information from others in the production team and reporting outcomes.

How can the use of **mathematical ideas and techniques** be applied? (1)

Mathematical ideas and techniques are applied when assessing camera angles and lighting effects.

How can **problem solving skills** be applied? (2)

Problem solving skills will be applied when analysing feedback from other team members and modifying the styled arrangement.

How can the **use of technology** be applied? (0)

The use of technology may not be applied in this unit.

Context of assessment

Assessment process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated competency assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRVM15A can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace.

A simulated photographic styling project.

Third party reports from a supervisor.

A folio of personally developed styling designs.

Client feedback.

Answers to questions about specific skills and knowledge.

Resources required

A real or simulated work environment.

Relevant documentation, such as:

legislation and statutory requirements
Occupational Health and Safety requirements
industry codes of practice
project briefs.

Access to studio and production facilities.

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program.

Critical aspects of evidence

Assessment requires evidence of the following products to be collected:

Sample analysis of a project brief and subsequent stylist action plan.

Examples of personally styled photographs.

Answers to questions on photographic styling.

Underpinning knowledge and skills

Knowledge including:

The elements and principles of design.

20th century design trends.

Contemporary design issues.

Copyright and intellectual property issues and legislation and their impact on design practice.

The psychological and marketable characteristics of colour in visual merchandising.

The application and effects of light on colour in photography.

Photographic techniques and terminology.

Skills including:

Creative thinking skills.

Design application.

Ability to work in a team.

Time management skills.

Attention to detail.

Generic process skills

There are a number of processes that are learnt throughout work and life which are required in all jobs. They are fundamental processes and generally transferable to other work functions. Some of these are covered by the **key competencies**, although others may be added. The questions below highlight how these processes are applied in this unit of competency. Following each question a number indicates the level to which the key competency needs to be demonstrated where 0 = not required, 1 = perform the process, 2 = perform and administer the process, and 3 = perform, administer and design the process.

How can **communication of ideas and information** be applied? (2)

Communication of ideas and information will be applied when negotiating and interpreting the project brief.

How can **information be collected, analysed and organised**? (2)

Information on the project brief the available budget and required materials will need to be collected analysed and organised.

How are **activities planned and organised**? (3)

Activities are planned and organised through the development of a stylist project action plan.

How can **team work** be applied? (2)

Team work will be applied when seeking information from others in the production team and reporting outcomes.

How can the use of **mathematical ideas and techniques** be applied? (1)

Mathematical ideas and techniques are applied when assessing camera angles and lighting effects.

How can **problem solving skills** be applied? (2)

Problem solving skills will be applied when analysing feedback from other team members and modifying the styled arrangement.

How can the **use of technology** be applied? (0)

The use of technology may not be applied in this unit.

Context of assessment

Assessment process

For valid and reliable assessment of this unit, evidence should be gathered through a range of methods to indicate consistent performance.

It can be gathered from assessment of the unit of competency alone, through an integrated assessment activity or through a combination of both.

Evidence should be gathered as part of the learning process.

Integrated competency assessment

Evidence is most relevant when provided through an integrated activity which combines the elements of competency for each unit, or a cluster of units of competency.

The candidate will be required to:

Apply knowledge and skills which underpin the process required to demonstrate competence, including appropriate key competencies.

Integrate knowledge and skills critical to demonstrating competence in this unit.

Unit WRRVM15A can be assessed with other units which make up a particular job function.

Evidence gathering methods

Evidence should include products, processes and procedures from the workplace context or from a simulated work environment. Evidence might include:

Observation of the person in the workplace.

A simulated photographic styling project.

Third party reports from a supervisor.

A folio of personally developed styling designs.

Client feedback.

Answers to questions about specific skills and knowledge.

Resources required

A real or simulated work environment.

Relevant documentation, such as:

legislation and statutory requirements

Occupational Health and Safety requirements

industry codes of practice

project briefs.

Access to studio and production facilities.

Range Statement

The Range of Variables statement provides details of the scope of the Elements and Performance Criteria to allow for differences within enterprises and workplaces, including practices, knowledge and requirements. The Range of Variables also provides a focus for assessment and relates to the unit as a whole.

General context

Location of shoot.

Merchandise range.

Store Image.

Characteristics of the specific product/s.

Clients may include managers within the enterprise or external business customers.

Project brief.

Promotional budget.

Worksite-specific context, variations and environments.

Workplace context

Workplace-specific guidelines, policies and practices.

Consultative processes may involve:

teams

art director

photographer

management

other professional or technical staff.

Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/Territory/Commonwealth regulations and legislation may include but are not limited to

Occupational Health and Safety.

Industry codes of practice.

License patent or copyright arrangements.

Australian Consumer Commission provisions.

Trade Practices Act.

Work site environment factors may include but are not limited to

Availability of a studio environment and equipment.

Relevant computer hardware and software.

A basic stylist kit may include but is not limited to

Pliers.

Masking tape/double sided gaffer.

Pins.

Nylon thread.

Safety pins/paperclips.

Hammer.

Stanley knife.

Scissors.

Adhesive gum.

Spray bottle.

Glass cleaner.

General cleaner.

White cotton gloves.

Tweezers.

Cotton buds/balls.

Soft brush/dusting.

Eucalyptus oil.

Pegs/bulldog clips.

Baby wipes.

Materials may include but are not limited to:

Display fixtures and fittings.

Props.

Fabric.

Paper/card.

Furniture.

Outside locations.

Studio scenery.

Visual merchandising standards may include but are not limited to

Store plan and design.

Retail image.

Design brief.

Location of display.

Critical documents

Project brief, stylist action plan, stylist resource file.

Categories of merchandise may include but are not limited to:

Fashion.

Fashion accessories.

Cosmetics.

Confectionery.

Food/drinks.

Homewares.

Books.

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Categories of merchandise may include but are not limited to:

Fashion.

Fashion accessories.

Cosmetics.

Confectionery.

Food/drinks.

Homewares.

Books.

Unit Sector(s)

Not applicable.

WRWSL201A Sell products and services to business customers

Modification History

Not applicable.

Unit Descriptor

This unit involves the use of sales techniques and encompasses the key direct selling skills from the initial approach by the customer or service provider to closing the sale. It requires a basic level of product knowledge.

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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

Element

Performance Criteria

1	Apply product knowledge	1.1	Knowledge of the use and application of relevant

- products and services demonstrated.
- 1.2 Experienced sales staff or product information guide consulted to increase product knowledge.
- 2 Identify specific customer types and behaviour
 - 2.1 Customers identified by type.
 - 2.2 Factors influencing specific customer purchase decisions determined.
 - 2.3 Factors influencing an individual's buying behaviour isolated and examined.
 - 2.4 Buying behaviours of different types of customers determined.
 - 2.5 Sales approaches and techniques required for different customer types determined.
 - 2.6 Sales techniques required for customers evidencing specific buying behaviour determined.
 - 3 Sell products to customers
 - 3.1 Effective sales approaches and techniques employed whether the customer or the service provider initiates contact.
 - 3.2 Effective sales approach identified and applied given mode of communication used to interact with customer.
 - 3.3 Empathy created between service provider and customer.
 - 3.4 Buying behaviour customer determined.
 - 3.5 Customer need for specific merchandise confirmed and promoted.
 - 4 Gather information
 - 4.1 Questioning techniques applied to determine customer buying motives.
 - 4.2 Listening skills used to determine customer requirements.
 - 4.3 Non-verbal communication cues interpreted and clarified.
 - 4.4 Customers identified by name where possible.
 - 5 Sell benefits
 - 5.1 Customer needs matched to appropriate products

and services.

- 5.2 Knowledge of products' features and benefits communicated clearly to customers.
- 5.3 Product use and safety requirements described or where possible demonstrated to customers.
- 5.4 Customers referred to appropriate product specialist as required.
- 5.5 Routine customer questions about merchandise, eg. price, price reductions, quality, usage, are answered accurately and honestly or referred to more experienced senior sales staff.
- 6 Overcome objections
 - 6.1 Customer objections identified and accepted.
 - 6.2 Objections categorised into price, time and merchandise characteristics.
 - 6.3 Solutions offered according to business policy and sales techniques.
 - 6.4 Problem solving applied to overcome customer objections.
- 7 Close sale
 - 7.1 Customer buying signals monitored, identified and responded to appropriately.
 - 7.2 Customer encouraged to make purchase decisions.
 - 7.3 Appropriate method of closing sale selected and applied.
- 8 Maximise sales opportunities
 - 8.1 Opportunities for making additional sales recognised and applied.
 - 8.2 Customer advised of complementary products or services according to customer's identified need.
 - 8.3 Personal sales outcomes reviewed to maximise future sales.

Required Skills and Knowledge

Not applicable.

Evidence Guide

The following components of the Evidence Guide relate directly to the Performance Criteria and the Range of Variables for the unit of competency and will inform and provide guidance for assessment of the unit in the workplace and/or training program. This Evidence Guide must be read in conjunction with the Assessment Guidelines for the National Wholesale Training Package.

Critical aspects of evidence

Assessment requires evidence of the following be collected:

Applying product knowledge and using an appropriate sales approach to sell the benefits of products, overcome objections and close sales

Using questioning, listening and observation skills to accurately determine customer requirements

Consistently applying business policies and procedures, in regard to selling products and services

Maximising sales opportunities according to business policies and procedures

consistently applying industry codes of practice, relevant legislation and statutory requirements in regard to selling products and services

Evaluating personal sales performance to maximise future sales

Written and oral workplace-related documents that affect entry level employees, other than work-process items

Effectively communicating summary information to team members and senior colleagues

Interdependent assessment of units

This unit may be assessed in conjunction with other units that form part of a job role or function.

Underpinning knowledge and skills

Display knowledge in terms of job role or function:

Product knowledge including:

Characteristics

Features

Comparative advantages

Price

Availability

Special features (ie. warranties, after sales support, etc.)

A variety of strategies for closing sales

Business policies and procedures, in regard to:

Selling products and services

Allocated duties and responsibilities.

Business merchandise and service range.

Factors influencing customers decisions

Current sales performance

Occupational, health and safety aspects to job

Industry codes of practice

Relevant consumer law, commercial law and legislation

Display skills in terms of job role or function, including the ability to:

Demonstrate knowledge of specific products

Apply techniques covering:

Verbal and non verbal communications

Questioning/listening/observation

Handling difficult customers

Negotiating

Problem solving

Match sales approaches to customer behaviour

Use effective listening and questioning techniques

Respond to customer questions

Identify and categorise customer objections

Recognise opportunities for additional sales to same customer

Monitor personal sales progress

Willingness to learn from others

Resource Implications

Access to required assessment evidence, time spent with assessee in assessment, competency outcomes and appropriate assessment facilities

Consistency in performance

The assessment method should be conducted over time to cover all elements and performance criteria, across a range of variables.

Work practices should be in accordance with safe operating procedures to minimise the risk of injury to self or others or damage to goods, equipment or products

Context for assessment

Assessment may occur on the job, or off-the-job.

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Range Statement

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General Contexts may include but are not limited to

Type of products and services provided

Business policy and procedures with regard to the acquisition and sale of products and services

Size, type and location of business

Business merchandise range

Strategic measurement and evaluation systems and processes

Characteristics of the specific product(s) or service(s)

Management structure and communication relationships

Business service range

Customers including other businesses or end consumers serviced through business customers or directly

Customers may include people from a range of social, cultural or ethnic backgrounds and physical and mental abilities.

Customers with routine or special requests.

Regular and new customers.

Selling may be face to face or by telephone.

Levels of staffing, eg. staff shortages.

Varying levels of staff training.

Full-time, part-time or casual staff.

Worksite specific context, variations and environments.

Workplace Contexts may include but are not limited to

Workplace-specific guidelines, policies and practices

Conditions of service, legislation and industrial agreements

Consultative processes may involve

Staff members

Teams

Management

Union representatives

Industrial relations, Occupational Health&Safety specialists

Other professional or technical staff

Relevant personnel may vary with context, level of employment, ascribed duties, nature of enquiry or response required.

Applicable State/ Territory/ Commonwealth regulations and legislation may include but are not limited to

Occupational Health and Safety

Workplace relations

Workers compensation

Industry codes of practice

License, patent or copyright arrangements

Environmental protection legislation

Equal Employment Opportunity and anti-discrimination law

Emergency procedures

Transport, storage and handling of goods

Goods and Services Tax

Australian Competition and Consumer Commission provisions

Trade Practices Act

Sources of information may include but are not limited to

Legislation and regulations

Work procedures and internal manuals

Company operating procedures and instructions

Manufacturer's specifications

Supplier and/ or customer instructions

Manifests

Codes of practice

Quality assurance systems, procedures and policies

Awards, workplace agreements, and other industrial arrangements

Oral/ verbal communication including face to face, telephone, Internet, radio, and such like

Written instructions and communication such as data exchange, letters, e-mails

Non-verbal communication

Feedback

Safety instructions and workplace signage

Direct or indirect

Electronic or hard copy

Policy and protocols

Work site environment factors may include but are not limited to

Product knowledge may include

Warranties

Corresponding benefits of various products

Use-by dates

Storage requirements

Stock availability

Purchase methods may include:

Electronic Data Interchange

Credit card

Cheques

Standing offers

Cash

Agreed means

Records may include

Purchase requests and orders

Tender submissions and proposals

Invoices and payment requests

Statements and petty cash vouchers

Offer and contract documents

Evaluation process documentation

Records of authorised officers' decisions

Corporate credit card transaction statements

Records of supplier performance

Financial statements

Asset registers

Records of conversation

Sales objectives/ targets may vary with

Product and/ or service

Merchandising/ sales strategy

Sales

Promotional strategies and their duration, cycle, territory coverage and product or service focus.

Sales techniques may include but not be limited to

Gaining a customer

Closing a sale

Associates sales techniques including trade-up, trade-in, tie-ins, cut-ins, range-ins

Negotiation skills

Over-the-'phone empathy creation

Securing payment

Credit check procedures may be

Automated or manual

Completed internally or by external agent

Credit card details include

Card type

Card holder details

Card number

Expiry date

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Policy and protocols

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Corresponding benefits of various products

Use-by dates

Storage requirements

Stock availability

Purchase methods may include:

Electronic Data Interchange

Credit card

Cheques

Standing offers

Cash

Agreed means

Records may include

Purchase requests and orders

Tender submissions and proposals
Invoices and payment requests
Statements and petty cash vouchers
Offer and contract documents
Evaluation process documentation
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Automated or manual
Completed internally or by external agent

Credit card details include

Card type
Card holder details
Card number
Expiry date

Unit Sector(s)

Not applicable.