

ENTERTAINMENT INDUSTRY TRAINING PACKAGE

VOLUME 2

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ASSIST IN STAGE MANAGING THE PRODUCTION

CUESMT1A

ELEMENT OF COMPETENCY

Assist in organising the rehearsal area to meet rehearsal requirements

PERFORMANCE CRITERIA

Own role and responsibilities are confirmed with stage manager and/or other appropriate personnel

Own role and responsibilities are carried out including:

- & setting up/cleaning/checking necessary amenities as required prior to commencement of rehearsals
- & ensuring that relevant physical elements required for rehearsal are available and accessible prior to commencement of rehearsals
- & ensuring that physical elements required for rehearsal are placed in the correct location in the rehearsal facility
- & ensuring that equipment required for rehearsal is in working order and replaced/repared as required

Contribute to rehearsals

Following instructions from stage manager and/or appropriate personnel:

- & physical elements required for rehearsal are checked for wear and tear and replaced/repared as required
- & cues are given clearly, audibly and in the correct sequence
- & rehearsal documentation is completed accurately and legibly as required
- & changes in rehearsal requirements are implemented
- & refreshments are provided and catering is organised as required

Contribute to transfer of physical elements from rehearsal facility to venue

Following instructions from stage manager and/or appropriate personnel:

- & rehearsal facility is cleared of all rehearsal items and equipment as required
- & all amenities, equipment and items no longer required for the rehearsals or performance are returned as appropriate as required and paperwork completed as required
- & rehearsal facility is cleaned and secured as required prior

to vacation of the facility

Assist in running technical and dress rehearsals	<p>Technical and dress rehearsal schedules are distributed to all appropriate personnel according to instructions from stage manager and running and setting lists are documented</p> <p>Verbal communication is maintained with the stage manager and appropriate assistance is provided in running technical and dress rehearsals</p>
Contribute to preparation of production areas	<p>Following instructions from stage manager and/or appropriate personnel:</p> <ul style="list-style-type: none"> & physical elements required for performance are correctly located according to production requirements & physical elements to be used in the performance are checked as required to ensure that they are functioning correctly & stage markings are checked to ensure that they are complete, accurate and in accordance with performance requirements & cueing systems are checked to ensure that they are operational & quick change areas are checked to ensure that they are accessible, correctly equipped and ready for use
Contribute to monitoring and maintenance of operations during performance	<p>Backstage announcements and instructions are relayed clearly and orally communicated to individual performers as necessary to facilitate the effective delivery of the performance</p> <p>Audience announcements are given clearly and accurately as appropriate</p> <p>Monitoring and maintenance of operations during performance and verbal instructions given ensure that the appropriate personnel are in the appropriate locations to meet performance requirements</p> <p>Scene and prop changes are undertaken to meet the requirements of the performance, stage manager and/or other production staff</p>
Contribute to post production procedures	<p>Following instructions from the stage manager and/or appropriate personnel:</p> <ul style="list-style-type: none"> & all documentation is updated accurately and legibly, filed as required and/or passed on to the appropriate personnel & hired items are returned and documentation completed as required & scores, scripts, and physical elements required for the performance are collected for return, storage or disposal as required

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Amenities for auditions and rehearsal may include:

- & toilets
- & showers
- & telephones
- & lighting
- & heating/cooling equipment or facilities
- & refreshments
- & transport
- & parking
- & kitchenette
- & green room
- & fresh air
- & catering facilities
- & first aid and fire extinguishers

Oral communication tasks may include:

- & liaison with director, designer
- & close collaboration with production manager, stage manager, other technical staff
- & minscheduling
- & telephone liaison to arrange meetings, appointments, fittings, interviews, catering
- & building rapport with acting company
- & minor conflict resolution and problem solving
- & monitoring clarity of calls and relaying announcements to actors

Announcements may include:

- & backstage calls and announcements
- & front-of-house
- & cues and standbys
- & changes to programmed event/performance

Documents to be read and interpreted may include:

- & production schedule
- & prompt copy
- & musical score
- & set plan
- & props list
- & floor plan
- & riders
- & hire agreements

Written documentation to be prepared may include:

- & prompt copy
- & cue sheets
- & rehearsal notes
- & rehearsal calls
- & publicity and wardrobe calls
- & setting lists and modifications
- & running lists and modifications
- & stage markups
- & legible hand memos and faxes

- & mini-contracts for sourcing props
- & props list
- & typing the rehearsal schedule
- & minutes of production meetings
- & written
- & reports
- & end of run of show final draft documents
- & weekly production meeting minutes
- & appointment schedules
- & thank you letters
- & hire documents
- & cast and crew contact lists
- & source lists
- & quick change documentation
- & written documentation of photographic records of performers
- & wardrobe requirements

Numeracy tasks may include:

- & simple additions
- & accurate use of scale rule
- & production of markup of set plan onto rehearsal room floor to scale
- & calculation of size
- & placement and timing of moving stage elements
- & petty cash calculations
- & calculation of speed of performers travel backstage
- & measurements of furniture items and floor plans to reposition items to scale

Production areas may include:

- & quick change areas
- & production desk
- & prompt corner
- & dressing room
- & lighting areas
- & sound areas
- & backstage areas
- & props table
- & orchestra pit/musicians' onstage area

Performance requirements may include:

- & designers' specifications
- & director's intent
- & hitting a mark
- & responding correctly and promptly to a cue
- & timeframes
- & use of materials and resources

Other preparation activities may include:

- & performers' preparations/rehearsals/warm-ups
- & preshow checks
- & company/organisation meetings
- & notes sessions

Appropriate personnel may include:

- & producers
- & directors
- & choreographers
- & designers
- & other specialist staff
- & stage managers
- & production managers
- & management including senior and venue management
- & departmental staff

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & following written and spoken instructions
- & managing a range of tasks concurrently
- & managing work calmly and patiently
- & communicating effectively within the range of situations required for the job role
- & knowledge of cultural diversity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Follow health, safety and security procedures
- & Work in a socially diverse environment

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & understanding of the roles and responsibilities of a stage manager
- & knowledge of and ability to consistently apply relevant organisational and legislative occupational health and safety requirements, including emergency evacuation procedures
- & knowledge of backstage safety procedures
- & writing simple documentation as outlined in the Range of Variables
- & responding to performers with tact and sensitivity
- & dealing with conflict
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- & cultural sensitivity
- & critical listening and aural discrimination
- & applying problem solving techniques

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to assist in stage managing a production.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job.

P REPAIR FOR REHEARSAL

CUESMT2A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Interpret the creative parameters of the production

Text, design and any other relevant notes are read, analysed and interpreted

Director's, choreographer's or designer's intentions are discussed and comprehended

Identify and confirm production and technical parameters

Rehearsal and performance requirements are identified and confirmed through consultation and discussion with the appropriate personnel

Advice is provided regarding technical, artistic and safety concerns that may affect the production schedule

Prepare and run auditions

Audition requirements are confirmed with the appropriate personnel

Audition facility is prepared according to specified requirements

Required documentation is prepared, copied and distributed to the appropriate personnel

Written notification of auditions is sent to agents and or advertised through the appropriate media

Audition schedule is written up and updated as required

Auditionees are met and treated tactfully and with respect and sensitivity to cultural and linguistic differences

Liaison with the director ensures that auditions run smoothly and efficiently

Information required from auditions is collected, documented and circulated to audition panel or appropriate personnel

Locate, secure and prepare rehearsal facilities

Suitable rehearsal facilities are located and booked for the rehearsal period in consultation with the appropriate personnel

Rehearsal facilities are measured and marked up according to design and director's specifications

Rehearsal props, sets, costumes and any other production requirements are obtained, transported and arranged to established specifications and instructions

Difficulties with rehearsal requirements are identified and resolved as required or referred to appropriate personnel for discussion

Information on location of rehearsal facility and amenities related to the facility are documented and circulated to the appropriate personnel

Petty cash float is established and maintained

Prepare, distribute and maintain required company documentation and production information

Rehearsal schedule is prepared weekly in accordance with director's specifications, production requirements, cast availability and the organisation's policy on terms of employment

Prompt copy is prepared and updated through rehearsals to clearly and accurately reflect blocking, costume and set changes

Documentation and production information is prepared and/or checked, is complete, accurate and legible and meets with text, director's and production requirements

Text is annotated, edited or cut as required by the director and all alterations are communicated to appropriate personnel

Documentation and production information is copied and circulated to the appropriate personnel as required and in accordance with organisation standards

Accurate records of distribution of documentation and information are made and maintained

Documentation and production information are updated to reflect changes as required

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Appropriate personnel may include:

- & director
- & designers
- & choreographer
- & production manager
- & other specialists
- & assistant stage manager
- & technical staff
- & management
- & performers

Factors to be considered when selecting and audition or rehearsal facility may include:

- & location
- & size
- & shape
- & acoustic qualities and surrounding noise

- & loading
- & physical access
- & size of doors
- & type of floor
- & additional work spaces and office space required
- & specific needs of personnel
- & adequate lighting and power
- & access to telecommunications e.g. telephone or fax
- & security
- & access to amenities including toilet
- & showers
- & telephones
- & heating/cooling equipment or facilities
- & refreshments
- & transport
- & parking
- & kitchenette
- & green room
- & fresh air
- & catering facilities

Other requirements may include:

- & sets
- & props and costumes
- & sound equipment
- & audiovisual equipment
- & musical instruments
- & special flooring
- & warm-up areas
- & mirror
- & resin box
- & production desk
- & furniture
- & notice board
- & waiting area

Oral communication tasks include:

- & liaison with technical and artistic personnel regarding set and stage areas
- & liaising with agents
- & verbal notification to auditionees
- & phone calls
- & placing advertisements
- & consultation with production manager, director, technical and specialist personnel
- & chairing production meetings
- & active listening
- & problem solving and/or referral

Copies are to be made with regard to copyright regulations.

Documentation and production information to be read and interpreted may include:

- & texts
- & set
- & models
- & ground plans
- & directors notes
- & scene breakdowns

Weekly rehearsal schedule is in accordance with:

- & director's requirements
- & production requirements
- & cast availability
- & organisation's policy on terms of employment
- & relevant industrial awards and enterprise agreements

Documentation and production information may include:

- & weekly rehearsal schedules
- & production meeting agendas
- & production meeting minutes
- & distribution lists
- & company lists
- & contact lists
- & address lists

- & agents' lists
- & information on location and rehearsal facility and related elements
- & props lists
- & scenery lists
- & wardrobe lists
- & preliminary cue synopses
- & time sheets
- & production plan
- & scene breakdown / working division
- & artists call sheet e.g. publicity call sheet
- & petty cash forms
- & trip note books
- & notes
- & faxes
- & letters
- & stage markups
- & publicity
- & written notes to all appropriate personnel and departments
- & petty cash forms and receipts

Documentation and production information may be required to reflect knowledge of:

- & relevant local government regulations
- & organisational policies and procedures
- & Commonwealth, State and Territory occupational health and safety legislation
- & Workers Compensation Act
- & Workplace Diversity legislation
- & Annual Holidays Act
- & copyright regulations

Written documentation for auditions may include:

- & audition scripts
- & texts
- & scores
- & schedules
- & timetables
- & audition lists
- & information on auditionees such as biographies and photographs
- & audition cards
- & artists information pack

Numerical tasks may include:

- & calculating basic spatial dimensions
- & calculating from a scale rule
- & transferring spatial dimensions from the plan to the rehearsal room
- & basic addition and subtraction, receipting and handling money
- & petty cash transactions
- & simple budget management

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & managing a range of tasks concurrently
- & managing work calmly and patiently
- & solving problems
- & using scheduling tools and techniques to organise and prioritise work
- & communicating effectively for the range of situations required for the job role
- & cultural diversity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Coordinate rehearsals
- & Coordinate final production process
- & Manage the performance
- & Follow scores

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & interpreting, analysing and evaluating information as required for the job role
- & relevant industrial awards and enterprise agreements
- & basic understanding of technical areas such as lighting and sound
- & preparing a prompt copy and rehearsal schedule according to recommended industry standards
- & knowledge of relevant organisational policies and procedures
- & knowledge of audition procedures

- & applying relevant organisational and legislative occupational health and safety
- & knowledge of copyright regulations
- & preparing relevant documentation and production information as defined in the Range of Variables
- & relaying information and instructions
- & following written and spoken instructions
- & completing simple mathematical calculations using a scale ruler
- & knowledge of effective communication techniques, including active listening, questioning and non-verbal communication
- & communicating effectively with people from diverse cultural backgrounds
- & applying problem solving and conflict resolution techniques
- & resolving cross-cultural miscommunication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to prepare for a rehearsal for an entertainment event.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job.

COORDINATE REHEARSALS

CUESMT3A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Coordinate performers

All performers are provided with a written schedule with the time, venue and required text and materials for rehearsals and notified of any special requirements relating to the rehearsal

Performers are met and welcomed to rehearsal on behalf of the organisation

Performers are organised to attend costume, publicity and other specialist calls as required

Coordinate physical elements, director's performers' and technical requirements

Appropriate physical elements are sourced and supplied and checked to ensure that they are in required working condition

Physical elements required for rehearsal are organised and arranged in accordance with rehearsal schedule, production requirements and occupational health and safety guidelines

Director and performers are advised of the possibilities and limitations of performance sets, props and costumes as required

Technical equipment is operated using appropriate technical materials as required

Develop and maintain the prompt copy

Prompt copy is notated in accordance with text and director's and other artistic specialists' specifications

Technical cues and calls and performers' movements are clearly and accurately noted

Prompt copy notations are up to date in preparation for technical and dress rehearsals

Prompt performers

Prompt copy is followed and performers are listened to and prompted in accordance with the requirements of the production

Prompts are given accurately at the appropriate time in accordance with the performer's and director's requirements

Monitor and maintain rehearsal process

Rehearsal is monitored and conducted in accordance with the director's requirements, rehearsal schedule, organisational policies and procedures and production budget

Cues are given clearly, audibly and in correct sequence

Daily rehearsal schedule is altered as necessary to reflect required changes and appropriate personnel are advised of changes

Problems are identified and conflicts resolved with the minimum of disruption to the rehearsal process and budget

Rehearsal times are scheduled in accordance with provisions in the relevant award and enterprise agreements and budget

Appropriate reporting procedures are followed in accordance with organisational procedures

Documentation and production information are updated to reflect changes as they occur and communicated to relevant personnel

Communication and liaison is maintained between all appropriate personnel and any issues arising from rehearsals are resolved and/or reported as required

Non-regular performers are rehearsed to the artistic and technical standard required for performance

Production meetings are chaired, administrative concerns of the organisation are represented and production departments notified of developments arising from rehearsal as required

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Collecting, analysing and organising ideas and information

2

Communicating ideas and information

2

Planning and organising activities

2

Working with others and in teams

2

Solving problems

2

Using mathematical ideas and techniques

1

Using technology

1

RANGE OF VARIABLES

The following variables may apply:

Physical elements/equipment required for rehearsal may include:

- & sets
- & props and costumes
- & sound equipment
- & musical instruments
- & suitable flooring
- & warm-up area
- & mirrors
- & resin box
- & production desk
- & tables
- & chairs
- & notice board
- & waiting area

Specialist calls may include:

- & dance calls
- & fight calls
- & circus skills training
- & voice training
- & music calls
- & wardrobe fittings
- & make up
- & publicity
- & other calls in accordance with production requirements

Written documentation and production information to be prepared may include:

- & texts
- & production meeting agenda
- & production meeting minutes
- & front-of-house information
- & rehearsal reports

- & distribution lists
- & company/organisation lists
- & contact lists
- & address lists
- & agent list
- & props lists
- & scenery lists
- & wardrobe lists
- & preliminary cue synopses
- & rehearsal schedules
- & artists call sheet e.g. publicity call sheets
- & time sheets
- & production plans
- & scene breakdowns / working division
- & technical plots e.g. fly plots and dome plots
- & production schedules
- & bump-in schedules
- & venue information
- & dressing room lists
- & ground plans
- & tour itineraries
- & understudy/covers list
- & petty cash forms
- & accident report form
- & memos

Physical elements required for rehearsal requirements may include:

- & sets
- & props and costumes
- & secure storage
- & sound equipment
- & audiovisual equipment
- & musical instruments
- & dance floor e.g. tarkett
- & warm-up area
- & mirror
- & resin box

- & production desk
- & furniture
- & notice board
- & waiting area
- & storage for personal property
- & production desk
- & tables
- & chairs
- & notice board
- & waiting area
- & sound tapes

Director's requirements may include:

- & production desk
- & tables
- & chairs
- & notice board
- & waiting area

Technical materials may include:

- & sound tapes
- & CDs
- & slides
- & video tapes
- & film

Technical equipment may include:

- & cassette player
- & DAT machine
- & reel to reel machine
- & Walkman
- & CD player
- & speakers
- & amplifier
- & video player/recorder
- & video camera
- & slide projector
- & film projector

- & overhead projector
- & lighting

Prompt copy calls may include:

- & backstage calls and announcements
- & cues and standbys to performers and technicians
- & front-of-house calls

Documentation and production information to be read and interpreted may include:

- & texts
- & musical scores
- & prompt copy
- & rehearsal schedule
- & ground plans
- & production plans technical plots e.g. fly plots and dome plots
- & relevant awards/agreements/ industrial relations legislation

Non-regular performers may include:

- & understudies or covers
- & replacements
- & second cast
- & swings
- & supernumeraries

Oral communication may include:

- & specialist calls
- & prompt copy calls

Numeracy tasks may include:

- & calculations of budget allocations
- & calculations of crew time sheets/hours worked
- & interpreting stage markings into three-dimensional setting

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & managing a range of tasks concurrently
- & managing work calmly and patiently

- & solving problems
- & using scheduling tools and techniques to organise and prioritise work
- & communicating effectively for the range of situations required for the job role
- & resolving conflicts
- & cultural sensitivity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Prepare for rehearsal
- & Coordinate final production process
- & Manage the performance
- & Follow scores

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of relevant industrial award and enterprise agreements
- & knowledge of technical areas such as lighting and sound
- & knowledge of and ability to consistently apply relevant organisational and legislative occupational health and safety requirements, including emergency evacuation procedures
- & knowledge of and ability to apply specific backstage safety requirements
- & preparing a prompt copy to required industry standards
- & resolving conflict
- & preparing relevant documentation and production information as required as specified in the Range of Variables
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- & communicating effectively with people from diverse cultural backgrounds
- & resolving cross-cultural miscommunication
- & capacity for critical listening and aural discrimination

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to coordinate rehearsals for an entertainment event.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job.

COORDINATE FINAL CUESMT4A PRODUCTION PROCESS

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Coordinate move from rehearsal facility to venue

Liaison with other departments minimises problems during bump-in

Problems are identified and conflicts are resolved with the minimum of disruption to the bump-in schedule and budget

All props, costumes and equipment are labelled and transported into venue according to bump-in schedule

Appropriate personnel are advised in writing of venue details and relevant production information in accordance with bump-in schedule

Rehearsal props and costumes are returned in accordance with rental/other arrangements

Rehearsal room is cleared and restored to original state

Rehearsal area in performance venue is organised as required in liaison with appropriate personnel

Dressing rooms are allocated according to the requirements of the performers, the director and the production and with sensitivity to cultural difference

Prepare performance area in venue

Performance area is marked out according to setting information obtained from the rehearsal facility following re-calculation of dimensions

Prop tables are organised in an efficient manner and placed in the most appropriate location

Cuing systems are checked to ensure that they are operational and in accordance with performance requirements and locations notified to appropriate personnel

Quick change areas are allocated in the appropriate locations with sensitivity to cultural difference and special needs

Prepare performance area in venue	<p>Communication systems, production desk and prompt corner are installed appropriately and in accordance with stage management and show requirements</p> <p>Safety procedures are established and communicated to appropriate personnel and drills are executed using established communication systems and in accordance with occupational and public health and safety legislative requirements</p> <p>Performance area is prepared according to production requirements and performers and production staff notified as required</p>
Oversee and facilitate technical preparation	<p>Technical information is prepared and circulated to the appropriate personnel in accordance with organisational policy and procedures</p> <p>All technical cues are plotted and notated and the most appropriate method of cuing is identified and documented</p> <p>Prompt copy is amended to include all changes</p> <p>Production manager is informed of performance crew requirements as appropriate</p>
Run technical rehearsals	<p>Verbal notification ensures that all performers and personnel are available as required</p> <p>Through liaison and negotiation with director, production manager and other appropriate personnel, rehearsal time is allocated to ensure the most effective use of performer/technician time</p> <p>All required props, costumes and technical elements are set correctly in accordance with ground plans, notes and setting lists</p> <p>Technical rehearsal is run efficiently and to schedule wherever possible</p> <p>Scene changes are choreographed and implemented in liaison with production staff</p> <p>All technical sequences for lighting, sound or special effects are rehearsed in liaison with production staff</p> <p>Changes are implemented, where necessary, and appropriate personnel affected are notified promptly and with the minimum of disruption</p>

Run dress rehearsals	<p>Rehearsal is run under performance conditions and in accordance with the director's requirements and prompt copy</p> <p>All required props, costumes and technical elements are set correctly in accordance with settings lists and the requirements of the production</p> <p>All pre-show and interval calls are given and performers and personnel are available as required</p> <p>All cues are given clearly and accurately</p> <p>Receipt of cues is monitored and problems are dealt with appropriately in liaison with appropriate personnel</p> <p>Calls and cues are given to ensure scene/prop/costume changes are implemented smoothly</p>
Run dress rehearsals cont.	<p>Verbal communication ensures that backstage area is run smoothly and in a safe and disciplined fashion</p> <p>Final version of prompt copy is prepared for performance</p> <p>Performance timings are calculated and recorded</p> <p>Performers are dealt with in a tactful and sensitive manner and taking into account cultural and linguistic differences</p> <p>Changes and difficulties arising from technical/dress rehearsals are identified and rectified/referred to appropriate personnel</p> <p>Post rehearsal note sessions are facilitated and production notes are communicated to the appropriate personnel as required</p> <p>Documentation and production information are updated to reflect changes as they occur</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Performance requirements may include:

- & designers' specifications
- & director's intent
- & hitting a mark
- & responding correctly and promptly to a cue
- & timeframes
- & use of materials and resources

Appropriate personnel may include:

- & director
- & designers
- & choreographer
- & production manager
- & other specialists
- & assistant stage manager
- & technical staff
- & management
- & performers

Technical information may include:

- & prop plots
- & setting/running plots
- & running sheets
- & lighting cue synopsis
- & sound cue synopsis
- & costume changes
- & running props / consumables

Oral communication may include:

- & liaison, consultation and negotiation with all departments
- & problem solving
- & conflict resolution
- & dealing with cross-cultural miscommunication
- & booking rehearsal areas
- & listening for information regarding requirements of director and other relevant personnel
- & announcements
- & calling cues
- & monitoring receipt of cues
- & chairing production meetings
- & ensuring occupational health and safety requirements are adhered to
- & giving and receiving instruction

Announcements may include:

- & pre-show and interval calls
- & performers and backstage calls
- & emergency
- & understudy

Communication systems to be utilised may include:

- & cue lights
- & torches
- & head sets
- & walkie talkies
- & two-way radios

Documentation and production information to be read and interpreted may include:

- & texts
- & scores
- & prompt copy
- & setting lists
- & technical plots e.g. fly plots and dome plots
- & ground plans
- & rental agreements
- & contra agreements

Documentation and production information to be prepared may include:

- & production meeting agenda
- & production meeting minutes
- & front-of-house information
- & rehearsal reports
- & distribution lists
- & company/organisation lists
- & contact lists
- & address lists
- & agent list
- & props lists
- & scenery lists
- & wardrobe lists
- & preliminary cue synopses
- & rehearsal schedules
- & prompt copy and modifications
- & headset locations
- & quick change area locations
- & performance crew requirements
- & prop plots
- & setting/running plots
- & running sheets
- & lighting cue synopsis
- & sound cue synopsis
- & costume changes
- & running props / consumables
- & artists call sheet e.g. publicity call sheets
- & time sheets
- & production plans
- & scene breakdowns
- & production schedule
- & venue information
- & dressing room lists
- & tour itineraries
- & understudy/covers list

- & fire drills /evacuations
- & transportation labels
- & memos
- & signing off rental agreements
- & thank you letters
- & standby and interval times

Numeracy tasks may include:

- & using a scale rule to re-calculate and transfer measurements from rehearsal room to venue performance area
- & calculation of timing of scene changes, running times and interval times

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & communicating effectively both verbally and in writing with a wide range of individuals/organisations
- & responding calmly in stressful situations
- & planning and managing resources
- & working as part of a team
- & managing time effectively
- & knowledge of cultural diversity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units:

- & Prepare for rehearsals
- & Coordinate rehearsals
- & Manage the production
- & Follow scores

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of technical areas e.g. lighting and sound
- & knowledge of relevant industrial awards and enterprise agreements
- & knowledge of and ability to consistently apply relevant legislative and organisational occupational health and safety requirements, including backstage safety requirements
- & using communication systems
- & managing work effectively to achieve goals and results
- & solving problems quickly
- & using conflict resolution techniques
- & computer literacy
- & preparing relevant documentation and production information as defined in the Range of Variables
- & giving and receiving written and/or spoken instructions
- & cuing accurately and clearly
- & communicating effectively with people from diverse cultural backgrounds
- & dealing with cross-cultural miscommunication
- & reading and interpreting production documentation
- & completing simple mathematical calculations using a scale rule
- & capacity for critical listening and aural discrimination
- & negotiating with others

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to coordinate the final production process for an entertainment event.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job.

MANAGE THE PERFORMANCE

CUESMT5A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Carry out pre-show procedures

Potential problems and difficulties that could impact on the quality of performance are identified and rectified or referred to appropriate personnel for resolution

Checking ensures that performers and technicians are present and sign-on sheets are filled in as appropriate

Performers are supplied with the relevant items required for the performance

Cast valuables are collected and secured in accordance with organisational policy

Communication with appropriate personnel ensures that all technical pre-show checks are completed within the required time frame and required technical adjustments made

Communication with the appropriate personnel ensures that all props, set pieces, costumes, equipment and special effects are correctly arranged, checked to ensure that they are operable and in accordance with design specifications and occupational and public health and safety legislative requirements

Time calls and announcements are made appropriately and accurately to ensure that they are received by all the appropriate personnel

Agreed front-of-house clearance procedure is implemented and appropriate announcements made for opening auditorium to the public as required

Run the show

The show is correctly and sensitively called from the prompt copy

All backstage announcements are clear, and given at the correct time and order

Receipt of cues is monitored and problems responded to as required

The prompt copy is updated as required

Run the show	<p>Audience announcements are clear, accurate and given in a manner that promotes goodwill</p> <p>Communication with appropriate personnel ensures that running of backstage areas is smooth, safe and disciplined</p> <p>Equipment is operated to performance requirements and to organisation standards as necessitated by the show and staffing/crewing levels</p> <p>Problems are identified and conflicts are resolved with the minimum of disruption to the performance</p> <p>Changes to the performance are communicated promptly to all the appropriate personnel and written notification provided as required</p> <p>All changes that occur during performance meet production standards</p> <p>The movement of physical elements occurs in accordance with the running sheets and timing and meets production requirements</p> <p>Production and performance elements are monitored to ensure the consistency and quality of each performance</p>
Prompt the performers	<p>Performers are prompted correctly and sensitively as required</p> <p>The timing of the prompt is appropriate, accurate and audible to the performers</p> <p>Monitoring ensures that prompting is in accordance with prompt copy and both performers and director's requirements</p>
Undertake post-performance procedures	<p>Performance report is written after the completion of every performance and distributed to the appropriate personnel</p> <p>Performance report is written legibly and accurately in accordance with organisational procedures and the relevant information is included</p> <p>Stage is cleared and cleaned as required</p> <p>Valuable props and firearms are secured and relevant documentation completed as required</p> <p>Consumable props are appropriately stored or disposed of</p> <p>Required performance facilities and consumables are maintained</p>

Maintain show	<p>Any repairs required are identified and appropriate action taken in accordance with production requirements, production schedule and budgetary constraints and documented in the performance report</p> <p>Adjustments are made or coordinated to ensure consistency and quality of performance and documented in the performance report</p> <p>Documentation and production information are updated to reflect changes as required</p>
Prepare and coordinate non-regular performers	<p>Non-regular performers are rehearsed to the artistic and technical standard required for performance and prompt copy notes</p> <p>Non-regular performers are scheduled as required by the production and notification provided to appropriate personnel</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Items required for the performance may include:

- & costume
- & make-up
- & microphones e.g. radio microphones
- & hand props

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 legislation and regulation

Oral communication tasks may include:

- & making announcements
- & solving problems quickly
- & monitoring receipt of cues
- & organising cast covers
- & communication of performance changes to production personnel
- & liaison and negotiation with all production personnel
- & meet and greet performers
- & liaison with front-of-house staff on special needs of audience members
- & establishing close rapport with backstage personnel
- & resolving conflicts and cross-cultural miscommunication
- & monitoring performance styles
- & fine-tuning timing of changes and cues
- & ongoing communication with director and designer
- & giving and receiving instruction
- & gathering information for performance report
- & effective telephone communication
- & coordinating cast members to run sections of the performance
- & familiarising non-regular performers with staging, movements, and props

Announcements may include:

- & backstage calls and announcements
- & front-of-house calls
- & cues and standbys
- & changes to programmed event/performance
- & show stop announcement

Appropriate personnel may include:

- & director
- & designers
- & choreographer
- & production manager

- & other specialists
- & assistant stage manager
- & technical staff, management
- & performers
- & venue management

Cues may be:

- & hand signals
- & visual e.g. cue lights
- & torch
- & verbal
- & computer software where available

Equipment operated may include:

- & lighting
- & sound
- & pyrotechnics
- & audiovisual equipment
- & scenic elements revolves
- & flies
- & trucks
- & special effects

Relevant information in the performance report may include:

- & information from appropriate personnel
- & State and Federal awards
- & enterprise agreements
- & State or Federal regulations relating to the employment of children e.g. Child Welfare Act,
- & workers' compensation acts
- & company/organisation insurance policies
- & relevant local government regulations
- & OH&S legislative requirements

Technical details in the performance report may include:

- & timings
- & audience numbers
- & theatre capacity

- & audience reaction
- & comments on artistic performance
- & technical performance
- & cast changes

Documentation and production information to be read and interpreted may include:

- & texts
- & riders
- & wardrobe/laundry lists
- & prompt copy, announcements
- & front-of-house clearance procedures
- & running sheets
- & technical plots e.g. fly plots and dome plots
- & equipment manuals
- & tasks lists
- & award requirements

Documentation and production information may include:

- & texts
- & riders
- & production meeting agenda
- & production meeting minutes
- & front-of-house information
- & distribution list
- & company/organisation list
- & contact list, address list
- & agent list, props lists
- & scenery list
- & wardrobe list
- & artists' call sheet e.g. publicity call sheets
- & time sheets
- & technical plots e.g. fly plots and dome plots
- & production schedule
- & ground plans
- & tour itineraries
- & performance schedule
- & performance reports

- & understudy/covers list
- & petty cash records
- & sign on sheets
- & memos
- & program inserts
- & notes on operating equipment
- & faxes
- & firearms log
- & media schedule
- & rehearsal schedule for non-regular performers
- & understudy schedule
- & notification for production personnel
- & announcements

Numeracy tasks may include:

- & calculating timing of changes
- & estimating fine changes to timing
- & calculation of costs of replacement production elements
- & calculations of production staff time sheets

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & managing a range of tasks concurrently
- & managing work calmly and patiently
- & using scheduling tools and techniques to organise and prioritise work
- & cultural sensitivity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Prepare for rehearsals
- & Coordinate rehearsals
- & Coordinate final production process
- & Follow scores

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of technical areas e.g. sound and lighting
- & operating the range of equipment as specified in the Range of Variables and as required by the job role
- & knowledge of relevant industrial awards and enterprise agreements
- & applying organisational and legislative occupational health and safety requirements, including the maintaining a safe backstage environment
- & managing work effectively to achieve goals and results
- & making decisions within responsibility and authority
- & solving problems quickly
- & preparing relevant documentation and production information as defined in the Range of Variables
- & applying effective communication techniques
- & knowledge of cultural diversity
- & communicating effectively with people from diverse cultural backgrounds
- & reading and interpreting relevant documentation and production information
- & completing simple mathematical calculations

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to manage the performance for an entertainment event.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job.

FOLLOW SCORES CUESMT6A

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Prepare score for rehearsal	<p>Score is read and interpreted to identify requirements and confirmed with the conductor and/or director</p> <p>Changes and other directions confirmed with the conductor and/or director are marked on the score</p> <p>Major musical, dramatic and all technical events are mapped to the score</p>
Stage manage rehearsals with the score	<p>Prompt copy is prepared in accordance with the musical and literary text</p> <p>Standbys, technical cues and calls are clearly and accurately noted</p> <p>Performers are prompted from the score in accordance with the requirements of the production</p> <p>Standbys and cues from the score are given accurately, clearly and in the correct sequence with sensitivity to timing</p> <p>Rehearsal documentation is in accordance with the rehearsal requirements</p>
Use the score to call the performance	<p>The prompt copy is updated as required</p> <p>The show is correctly and sensitively called from the prompt copy</p> <p>Standbys and cues are audible and are given at the appropriate times</p> <p>Receipts of standbys and cues are monitored and problems are responded to as required in accordance with the conductor and/or director's requirements</p> <p>Changes are communicated promptly to all relevant personnel</p>
Undertake post-performance procedures	<p>Conductor's and/or director's score is filed for future performances in accordance with organisational requirements and production manager's instruction</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Scores may include:

- & a musical score of an opera
- & musical
- & ballet
- & dance
- & incidental music for a play

Scores may be:

- & piano/vocal
- & full orchestral

Written tasks may include:

- & modification to score
- & mapping major musical, dramatic and all technical events on prompt copy
- & notating blocking of movement of performers and set elements
- & rehearsal documentation

Notation may include:

- & traditional notation
- & graphic notation
- & plans for improvisation

Material to be read and interpreted may include:

- & scores
- & prompt copy

Oral communication may include:

- & liaison with director/ conductor regarding rehearsal schedule requirements
- & taking direction from director/conductor regarding any modifications
- & listening for instruction/calls from conductor/director
- & liaison with director/designer regarding large set design changes
- & liaison with production manager regarding requirements
- & clarification of instruction with director/conductor
- & communicating safety/other procedures to crew in case of problems
- & calls to cast and production staff
- & monitoring performance with sensitivity to timing
- & prompting performers
- & show stop announcements

Types of performances may include:

- & opera
- & musical
- & ballet
- & dance
- & improvised piece
- & orchestral
- & drama with incidental music

Cast may include:

- & actors
- & singers
- & dancers
- & supernumeraries
- & children
- & principals
- & chorus members

Musical accompaniment may include:

- & single accompanying instrument
- & small ensemble and orchestra

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & reading and interpreting a score
- & working as part of a team
- & communicating effectively verbally and in writing
- & demonstrating cultural sensitivity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Prepare for rehearsal
- & Coordinate rehearsal
- & Coordinate final production process
- & Manage the performance

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of appropriate notation
- & knowledge of musical form
- & knowledge of musical performance, both oral, vocal and instrumental
- & knowledge of musical tempi
- & conveying director's instructions to the conductor
- & cuing accurately
- & keeping the score up to date
- & responding flexibly and calmly to contingencies
- & working constructively with the director, conductor and cast to achieve required outcomes
- & reading a score
- & cultural awareness
- & solving problems
- & active listening

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to follow a score for an entertainment event.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job.

OPERATE STAGING ELEMENTS

CUESTA2A

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Carry out technical/dress rehearsal requirements	<p>Stage is set and all set elements are positioned in accordance with rehearsal and performance requirements</p> <p>Technical aspects of the show are rehearsed and communicated to performers as required</p> <p>Cues are plotted, rehearsed and executed on direction from the appropriate personnel</p> <p>Changes are implemented and cue sheets are modified as required</p> <p>All modifications are documented in accordance with organisational procedures</p>
Carry out pre-performance procedures	<p>Stage is checked prior to performance to ensure that it is set in accordance with performance requirements</p> <p>All operable set elements are checked as required to ensure that they are in working order</p> <p>All problems and faults are dealt with safely and effectively and appropriate personnel informed as required</p>
Operate staging elements	<p>Scene changes are executed on cue according to performance requirements</p> <p>Problems and faults are dealt with promptly and effectively</p> <p>Emergency repairs are made quickly and efficiently as required</p>
Carry out post performance requirements	<p>Stage is cleared as required</p> <p>Faulty set elements are identified, repaired to working condition or referred to the appropriate personnel for action and are ready for the next performance as required</p> <p>Decisions made about repairs are communicated to the appropriate personnel</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

Set elements may include:

- & rostra
- & flats
- & stairs
- & scaffolding
- & revolves
- & lifts
- & furniture
- & borders
- & drops
- & slides
- & wires
- & electrical and mechanical winches
- & soft drapes, e.g.. legs
- & treads
- & rakes
- & traps
- & trucks
- & props
- & hydraulics
- & cycloramas
- & accessories e.g.. castors
- & tracks
- & pulleys

Appropriate personnel may include:

- & designer
- & director
- & production manager
- & stage manager
- & technical staff
- & venue management

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & operating staging to performance requirements
- & communicating effectively within the range of situations required for the job role
- & applying safe working practices

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Install staging elements

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & recording and performing cue plots
- & knowledge of and ability to operate a range of staging elements
- & knowledge of types of stage machinery
- & knowledge of types of control desks which operate stage machinery
- & working out loading capacity of stage machinery through reference to manuals or calculation of individual components of system
- & applying safe and efficient methods and procedures used in manoeuvring loads
- & reporting verbally and in writing to appropriate personnel as required within job role
- & scenic handling techniques, e.g. toggling flats and pin hinging
- & knowledge of and ability to consistently apply relevant legislative and/or organisational health and safety requirements, including safe manual handling techniques, working at heights, moving loads safely
- & using ladders and raised working platforms safely

- & using appropriate signals when using stage machinery
- & using communication systems
- & knowledge and ability to apply procedures to be followed in the event of lifting, revolving or trucking emergencies
- & working within budgetary and time constraints
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to operate staging elements, including trucks, revolves and mechanically, electrically or hydraulically operated elements.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job during an event or performance. Assessment may need to take place on more than one occasion to ensure consistency of performance.

INSTALL STAGING ELEMENTS

CUESTA1A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare for installation

Preparation of venue is undertaken in accordance with bump-in schedule

Stage plans are read, interpreted and correctly applied to venue layout

Liaison is carried out with the appropriate personnel to determine the sequence of installation of staging elements

Where there is an existing stage, modifications are communicated to the appropriate personnel and implemented as required

Other equipment and other necessary structures are installed in consultation with the appropriate personnel

Equipment is pre-rigged as required

Install staging elements

Interpretation of stage plans ensures installation is carried out efficiently and in accordance with the bump-in schedule

Ground plan is marked out accurately onstage in accordance with design specifications and venue requirements

Staging elements are installed in accordance with design specifications and requirements of the production

Staging elements are installed in the appropriate sequence as agreed with appropriate personnel

Stage plan is interpreted to ensure that installation is carried

All staging elements are checked to ensure they operate properly

Problems are identified and appropriate action is taken to rectify them

Flooring/floor cladding is laid and painted as required

Traps, revolves and tracks are installed as required

Check staging elements after installation

Staging elements meet operational standards required for performance

Identified faults and defects are repaired and/or referred to the appropriate personnel for action

Staging elements are modified as required to improve their suitability for performance

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Staging elements may include:

- & set elements
- & scenic elements e.g. cloths
- & backdrops
- & props

Appropriate personnel may include:

- & director
- & designer
- & technical specialist
- & stage manager
- & production manager
- & venue management

Modifications to an existing stage may include:

- & installation of staging extensions
- & altering grid and other structures

Set elements may include:

- & rostra
- & flats
- & stairs
- & scaffolding
- & revolves
- & lifts
- & furniture
- & borders
- & drops
- & slides
- & wires
- & electrical and mechanical winches
- & soft drapes, e.g.. legs
- & treads
- & rakes
- & traps
- & trucks
- & props
- & hydraulics
- & cycloramas
- & accessories e.g.. castors
- & tracks
- & pulleys

Floor cladding may include:

- & tarkett
- & carpet
- & Masonite
- & vinyl

Equipment that may be used during installation may include:

- & tallescopes
- & maxilift
- & cherry pickers
- & mobile scaffolding
- & ladders
- & forklift

Installing staging aspects of the show may involve setting up additional facilities for certain venues, particularly outside venues and construction of extra requirements which may include:

- & stages
- & tents
- & scaffolding
- & fences
- & ground coverings
- & stage coverings
- & cast and crew amenities e.g. dressing rooms
- & front-of-house facilities
- & catering facilities
- & seating
- & public amenities

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & applying safe working practices for installing staging elements
- & communicating effectively within the range of situations required for the job role

CONCURRENT AND PRE-REQUISITE ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Operate staging elements

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of types of stage machinery
- & knowledge of types of control desks which operate stage machinery
- & working out loading capacity of stage machinery through reference to manuals or calculation of individual components of system
- & applying safe and efficient methods and procedures used in manoeuvring loads
- & reporting verbally and in writing to appropriate personnel as required within job role
- & scenic handling techniques, e.g. toggling flats and pin hinging

- & applying relevant legislative and/or organisational health and safety requirements, including safe manual handling techniques, working at heights, moving loads safely
- & using ladders and raised working platforms safely
- & using appropriate signals when using stage machinery
- & using communication systems
- & applying procedures to be followed in the event of lifting, revolving or trucking emergencies
- & working within budgetary and time constraints
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to install stage machinery including trucks, revolves, flies and mechanically electrically or hydraulically operated elements.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a simulated situation. Assessment may need to occur on more than one occasion to ensure consistency of performance.

OPERATE **FLYING/HOISTING** CUESTA3A **SYSTEMS**

ELEMENT OF COMPETENCY

Carry out technical/dress rehearsal requirements

PERFORMANCE CRITERIA

Deads are determined and set

Fly cues are plotted and speed and timing of each cue is determined

All equipment is operated in accordance with organisational procedures as appropriate

Modifications and changes are documented in accordance with organisational procedures

Communication system is used as required

Carry out pre-show procedures

Pre-show checks are carried out to ensure individual components of the flying/hoisting system are in safe working condition

Pre-set is carried out and any modifications are documented

Carry out performance requirements

Flying/ hoisting system is operated ensuring that cues are executed on direction in accordance with performance requirements

Problems are identified, rectified and/or referred to the appropriate personnel

Communication system is used as required

At the end of each performance all flying elements are re-set

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
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	2

RANGE OF VARIABLES

The following variables may apply:

Operation of all flying/hoisting equipment ensures that:

- & flying/hoist system in use is performing within its rated capacity with an acceptable safety margin
- & where counterweight systems are used ensuring the flown load and the counterweights are kept in balance and/or are under control
- & the brake system, handbrake or other stopping devices are used safely and appropriately
- & control systems are used in accordance with the information provided in the use manuals
- & calls are given before flying in or out during set-up and bump-out
- & the rating of all accessories (e.g. shackles, wire ropes, spansets etc) is determined and not exceeded

Flying elements may include:

- & soft hangings (legs, borders, cycloramas, masking, tabs etc.)
- & scenery (flats, doors, windows, legs, borders etc.)
- & lighting (truss, lanterns, practicals, special effects etc.)
- & sound (speakers etc)
- & performers
- & machinery and equipment (smoke machines, fog machines, lasers, vehicles etc)

Types of flying/hoisting systems may include:

- & hand lines
- & manually operated counterweight systems (single or double purchase)
- & electrically powered flying systems
- & hydraulic flying systems
- & manually operated winches
- & electrically operated winches
- & chain motors and chain blocks
- & chain crawlers

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & applying safe working practices when operating flying/hoisting systems
- & communicating effectively within the range of situations required for the job role

CONCURRENT AND PRE-REQUISITE ASSESSMENT

The following units of competency should be assessed prior to assessment of this unit:

- & Operate Staging Elements
- & Install Staging Elements

This unit may be assessed concurrently with the following unit of competency:

- & Install flying elements and modify rigging

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of a range of flying systems and the relevant operating techniques
- & using communication systems and correct signals when flying
- & reporting verbally and writing to the appropriate personnel
- & liaising with designer, director, client to ensure that all requirements are met
- & ensuring that sequencing, equipment, timing and speed requirements are met
- & responding to emergency situations as required
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to operate a flying system for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a simulated situation. Assessment may need to occur on more than one occasion to ensure consistency of performance.

INSTALL FLYING ELEMENTS CUESTA4A AND MODIFY RIGGING

ELEMENT OF COMPETENCY

Prepare for installation of flying elements and flying/hoisting equipment

Install flying elements and flying/hoisting equipment

PERFORMANCE CRITERIA

Stage plans are read and interpreted and rigging and extra masking requirements are identified

Methods of installing or adapting flying/hoisting equipment and attaching elements are identified and most appropriate method is selected

Additional flying requirements are identified and decisions are made on how to meet these to fit the show or the venue

Any changes identified to flying requirements are agreed with the appropriate personnel

Appropriate checks are carried out to ensure individual components of the flying/hoisting system are in safe working condition

All flying elements are checked for their suitability to be flown/hoisted

Identified faults and defects are repaired as required and/or referred immediately to the appropriate personnel

Flying elements are modified as required to improve their suitability for performance

Flying elements are attached to the flying/ hoisting system in accordance with stage plans

During installation, appropriate calls are made before flying in or out

Masking is set as required

Communication system is installed in operating position

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
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	3
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

Operation of all flying/hoisting equipment ensures that:

- & flying/hoist system in use is performing within its rated capacity with an acceptable safety margin.
- & where counterweight systems are used the flown load and the counterweights are kept in balance and/or are under control
- & the brake system, handbrake or other stopping devices are used safely and appropriately
- & the control systems are used in accordance with the information provided in the use manuals.
- & calls are given before flying in or out during set up and bump out.
- & the rating of all accessories (e.g.. shackles, wire ropes, spansets etc) is determined and not exceeded.

Flying elements may include:

- & soft hangings (legs, borders, cycloramas, masking, tabs etc.)
- & scenery (flats, doors, windows, legs, borders etc.)
- & lighting (truss, lanterns, practicals, special effects etc.)
- & sound (speakers etc)
- & performers
- & machinery and equipment (smoke machines, fog machines, lasers, vehicles etc)

Types of flying/hoisting systems may include:

- & hand lines
- & manually operated counterweight systems (single or double purchase)
- & electrically powered flying systems
- & hydraulic flying systems
- & manually operated winches
- & electrically operated winches
- & chain motors and chain blocks
- & chain crawlers

Methods of attaching flying elements to flying/hoisting system include:

- & hanging/flying irons, wires and keepers
- & droppers/snotters
- & slings/spansets
- & battens
- & barrels
- & ropes
- & chains
- & barrel clamps
- & shackles
- & cord

Communication system may include:

- & talkback
- & cue lights

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & knowledge of and ability to apply safe working practices for flying
- & ensuring that flying/hoist system is within its rated capacity with an acceptable safety margin.
- & knowledge of types of flying/hoisting systems and methods of attaching flown elements to flying/hoisting systems
- & communicating effectively within the range of situations required for the job role

CONCURRENT OR PRE-REQUISITE ASSESSMENT

The following units of competency should be assessed prior to assessment of this unit:

- & Operate Staging Elements
- & Install Staging Elements

This unit may be assessed concurrently with the following unit of competency:

- & Operate flying/hoisting systems

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of the requirements of the venue or the show
- & knowledge of flying systems and techniques
- & knowledge of flying capacity of system used
- & safe rigging practices
- & using communication systems
- & using standard signals when flying
- & using hand and power tools
- & using ladders and raised working platforms safely
- & using ropes
- & giving spoken instructions quickly and calmly
- & tying a reef knot, clove hitch, bowline and truckie's hitch
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to install flying elements in an entertainment event or venue using the relevant system and method.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a simulated situation. Assessment may need to occur on more than one occasion to ensure consistency of performance.

UNDERTAKE SIMPLE LIGHTING/ SOUND/AUDIOVISUAL ACTIVITIES

CUETGE1A

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Prepare to undertake simple lighting, sound and audiovisual activities	<p>Lighting plans/sound block diagrams/audiovisual installation plans are read and discussed with supervisor</p> <p>Rigging points used for lighting/sound and audiovisual equipment are identified as required</p> <p>Cables used to connect components are correctly identified</p>
Carry out pre-performance procedures	<p>Lanterns and accessories are safely and correctly rigged onto a bar as required under supervision</p> <p>Speakers and microphones are positioned under supervision</p> <p>Audiovisual equipment is set up according to supervisor's instructions</p>
Participate in technical rehearsals/performances	<p>Simple lighting, sound and audiovisual activities are carried out as required according to supervisor's instructions</p>
Maintain and store equipment	<p>Simple maintenance of equipment is undertaken according to supervisor's instructions</p> <p>Equipment is stored correctly according to organisational procedures</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Using mathematical ideas and techniques	1

RANGE OF VARIABLES

The following variables may apply:

Equipment may include:

- & audiovisual equipment including 35mm and 16mm projectors, video players and monitors, slide projectors, computer-operated audiovisual equipment
- & audio equipment including tape recorders, compact disc players, microphones, cables, connectors, amplifiers, speakers, equalisers, effects and mixing desks, amp racks, feedback monitors
- & lighting equipment including lanterns and accessories

Simple lighting/sound/audiovisual activities may include:

- & positioning and cabling audio equipment according to audio plan
- & fitting radio microphones to performers
- & operating a tape recorder
- & controlling microphone and cable placement
- & operating a follow spot
- & plotting and executing lighting cues on a lighting control system
- & plotting and executing sound cues
- & disassembling and packing equipment
- & tuning sound systems
- & controlling the sound during a live performance so that each element (vocal or instrumental) is well defined within the mix

Material to be read may include:

- & equipment lists
- & operating manuals and instructions
- & equipment labels
- & event sheets
- & design concept documentation
- & lighting plans
- & sound block diagrams
- & audiovisual installation plans
- & organisational procedures
- & books, articles and other reference material about lighting, sound and audiovisual material.

Material to be written includes:

- & modifications to plans

Material to be interpreted includes:

- & industry-specific terminology
- & information about the function of equipment

Oral communications tasks include:

- & accurately receiving and giving instructions
- & asking questions to gain information and clarify ambiguities
- & stating opinions and points of view in a cooperative, constructive manner
- & negotiating outcomes where points of view differ
- & working cooperatively and constructively with people from other disciplines (such as design)

Material to be calculated includes:

- & power loads
- & loads on cables

Cultural awareness tasks include:

- & working cooperatively and constructively with people from a diverse range of backgrounds

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & undertaking a range of simple lighting/sound/audiovisual activities
- & follow written and/or spoken instructions

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Bump in the show
- & Bump out the show

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & reading & understanding lighting, sound and audiovisual plans
- & understanding of legal and safety issues with regard to lighting, sound and audiovisual operations
- & using basic lighting, sound and audiovisual equipment as specified in the Range of Variables
- & simple programming on a lighting board
- & principles of light theory, subtractive and additive colour mixing, effect of colour on objects, effect of colour on mood
- & drawing and circuiting a rig from a simple lighting layout
- & knowledge of lighting control systems
- & plotting and executing cues on a given lighting control system
- & making a gobo using appropriate tools, equipment and materials
- & knowledge of common concepts/parameters used in sound engineering
- & patching and operating commonly used signal processors
- & knowledge of rigging procedures
- & knowledge of cultural diversity
- & focusing lanterns

RESOURCE IMPLICATIONS

This unit of competency should be assessed using:

- & relevant lighting, sound and audiovisual equipment specified in the Range of Variables
- & lighting/sound/audiovisual plans

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed on the job or in a simulated situation or in a combination of on and off the job. Assessment may take place on more than one occasion to ensure consistency of performance.

ASSIST WITH STAGING CUETGE2A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Assist with preparation for staging

Stage plan is read and interpreted in consultation with supervisor

Stage is marked out under supervision according to stage plan

Floor is laid up as required under supervision according to stage plan

Set pieces are moved and assembled as required under supervision

Assist with pre-production requirements and technical/dress rehearsal

Stage plan is read and interpreted in consultation with supervisor

Stage is marked out under supervision according to stage plan

Floor is laid up as required under supervision according to stage plan

Set pieces are moved and assembled as required under supervision

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Collecting, analysing and organising ideas and information

1

Communicating ideas and information

1

Working with others and in teams

1

Using mathematical ideas and techniques

1

Using technology

1

RANGE OF VARIABLES

The following variables may apply:

Floor may be laid up using:

- & floor cloths
- & floor cladding
- & dance floors (e.g. tarkett)

Operable pieces may include:

- & doors
- & traps

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & knowledge of the roles and functions of staging departments and staging personnel
- & knowledge of entertainment industry terminology in particular with regard to staging
- & following written and spoken instructions

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Bump in the show
- & Bump out the show
- & Use hand tools
- & Use power tools/hand-held operation

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & safely operating standard hand and power tools e.g. hammers, chisels, measuring tools, drills, jig-saws, sanders, angle grinders, circular saws, nail and staple guns
- & knowledge of different types of stage machinery
- & knowledge of basic set assembly including the correct way to run and float a flat, to lash/toggle and pinhinge flats together and to use tech screws for assembling set pieces
- & knowledge of the correct method of tying cloths, drapes, tabs, etc to a barrel
- & knowledge of how to handle hazardous substances safely
- & knowledge of relevant occupational health and safety requirements and its application to stage mechanics
- & safely using a tallescope, hydraulic litter and an A-frame ladder
- & knowledge of counterweight systems including single and double purchase, loading and unloading cradles, swinging bars, safe working loads, spreading the load and where to hang lighting bars, masking, etc
- & knowledge of safe use of stage machinery including counterweights, blocks, pulleys, fly towers, gird, fly rail and bars
- & knowledge of correct handling of ropes, including their use, storage, and properties (including safe working loads)
- & tying a variety of knots including bowline, clove, hitch, half-hitch, reef knot and splicing an eye into a knot
- & using swaging tools
- & knowledge of how to rig a flat to fly
- & knowledge of the use of legs, boarders, teasers, tormentor, proscenium arch, false proscenium, portals and headers
- & knowledge of wire ropes and their properties
- & handling ropes correctly including tying techniques, joining wire ropes
- & plotting cues in accordance with sequencing, equipment requirements, timing and speed requirements of a given show

RESOURCE IMPLICATIONS

This unit of competency should be assessed in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed on the job.

BUMP IN THE SHOWCUE TGE3A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Assemble, pack and load physical elements

Physical elements are assembled to ensure ease of loading, unloading and installation into venue

Any tools required for bump-in are prepared and packed

Physical elements are packed correctly to avoid damage during transportation and using the appropriate packing requirements

Physical elements are loaded in appropriate order to avoid damage during transport

Contribute to transportation of physical elements

Vehicle/s driven to venue as required

Unload physical elements

Physical elements are unloaded in the required order taking care to avoid damage

Physical elements are installed in appropriate work or storage area as directed by the appropriate personnel

Check physical elements

The condition of physical elements is checked to ensure that no damage has occurred during bump-in

Any repairs required are reported to the appropriate personnel for action

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Communicating ideas and information

1

Working with others and in teams

1

Using mathematical ideas and techniques

1

RANGE OF VARIABLES

The following variables may apply:

Physical elements include any equipment or materials commonly used for an entertainment venue or event.

Appropriate personnel may include:

- & supervisor
- & head of department
- & technical manager
- & production manager
- & stage manager
- & technical staff

Packing requirements may include:

- & road cases
- & boxes
- & crates
- & wardrobe skips
- & tape
- & rope
- & straps
- & bubble wrap
- & tissue paper
- & labels
- & bush blankets

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & knowledge and ability to apply safe manual handling techniques
- & following written or spoken instructions
- & communicating effectively within the range of situations required for the job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Bump out the show
- & Use hand tools
- & Use power tools/hand-held operation

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & relevant organisational and/or legislative occupational health and safety requirements
- & selecting appropriate packing materials for physical elements
- & using a range of hand tools and/or power tools
- & knowledge of effective communication techniques including listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to bump in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job.

BUMP OUT THE SHOWCUE4A

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Dismantle physical elements	Physical elements of the show are dismantled in appropriate order as directed by appropriate personnel Physical elements to be retained are broken down without damage
Pack physical elements	Physical elements are packed in correct order to minimise damage and to enable future retrieval and reuse Physical elements are packed according to organisational procedures and to minimise damage Physical elements no longer required are disposed of correctly or recycled
Clean area	Waste is disposed of as required Area is cleaned where required Where required, facilities are returned to their standard configuration

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Physical elements include any equipment or materials commonly used for an entertainment venue or event.

Appropriate personnel may include:

- & supervisor
- & head of department
- & technical manager
- & production manager
- & stage manager
- & technical staff

Packing requirements may include:

- & road cases
- & boxes and crates
- & rope
- & straps
- & bubble wrap
- & tissue paper
- & labels
- & bush blankets
- & tape
- & wardrobe skips

Waste may include:

- & hazardous and non-hazardous materials.

Methods of disposal of unwanted physical elements may include:

- & sale
- & donation
- & legal waste disposal

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & knowledge and ability to apply safe manual handling techniques
- & following written or spoken instructions
- & communicating effectively within the range of situations required for the job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Bump in the show
- & Use hand tools
- & Use power tools/hand-held operation

UNDERPINNING KNOWLEDGE AND SKILLS

The following skills and knowledge are required:

- & relevant organisational and/or legislative occupational health and safety requirements
- & selecting appropriate packing materials for physical elements
- & using a range of hand tools and/or power tools
- & knowledge of effective communication techniques including listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to bump out an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job.

C OORDINATE BUMP-INCUETEM4A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Coordinate assembly, packing, loading and transportation of physical elements

Instructions are given to the appropriate personnel regarding the assembly of physical elements to ensure ease of loading, unloading and installation into venue

Liaison is carried out with the appropriate personnel to determine the most effective sequential order for the installation of the physical elements

Transport requirements are estimated and communicated to appropriate personnel as required

Physical elements are inventoried according to organisation and insurance requirements

Instructions are given to the appropriate personnel to ensure that physical elements are packed and loaded in appropriate order to avoid damage during transport

Work is overseen as required to ensure that it is carried out according to instructions

Coordinate unloading and installation of physical elements

Instructions are given to the appropriate personnel to ensure that physical elements are unloaded in correct order and to avoid damage

Instructions are given to the appropriate personnel to ensure that physical elements are installed in appropriate work or storage area

Work is overseen as required to ensure that it is carried out according to instructions

Any problems are identified and appropriate action is taken to rectify them

Contribute to maintenance

Physical elements are checked to ensure that they are undamaged and/or in working order

Maintenance and other reports are prepared as required

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Physical elements include any equipment or materials commonly used for an entertainment venue or event.

Appropriate personnel may include:

- & supervisor
- & head of department
- & technical manager
- & production manager
- & stage manager
- & technical staff contract labour

Physical elements may be transported from:

- & rehearsal facilities
- & workshops
- & workrooms
- & storage facilities
- & outside facilities
- & suppliers' facilities.

Transport requirements may include:

- & vehicles (organisation or hired)
- & money
- & time
- & personnel

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & managing work effectively to meet goals and results
- & communicating effectively within the range of situations required for the job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Coordinate technical operations
- & Establish and manage resources and technical requirements
- & Manage systems
- & Participate in, facilitate and lead work teams
- & Coordinate bump-out

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & relevant organisational and/or legislative occupational health and safety requirements
- & safe manual handling techniques
- & writing correspondence/reports following organisation procedures
- & making decisions according to responsibility and authority
- & giving clear and concise instructions
- & supervising and checking tasks
- & delegating tasks and responsibilities
- & organising work according to its priority
- & developing schedules and working within timelines
- & undertaking work within budgetary constraints
- & knowledge of effective communication techniques including, active listening, questions from verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to coordinate a bump-in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed on the job.

C OORDINATE BUMP-OUT CUETEM5A

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Finalise documentation prior to bump-out	Documentation is finalised to provide accurate records according to organisational procedures Inventories are finalised to minimise loss, theft or damage
Coordinate dismantling of physical elements	Instructions are given to the appropriate personnel to ensure that physical elements are dismantled in the appropriate order and elements to be retained are broken down without damage Work is overseen as required to ensure that it is carried out according to instructions
Coordinate packing of physical elements	Instructions are given to the appropriate personnel to ensure that physical elements are packed in correct order, to minimise damage and to enable future retrieval and reuse Instructions are given to the appropriate personnel to ensure that physical elements no longer required are disposed of correctly or recycled Work is overseen as required to ensure that it is carried out according to instructions
Return hired or sponsored physical elements	Physical elements are returned in accordance with hire agreement or sponsorship conditions All documentation, payments, return of deposit and receipts are completed as required
Coordinate cleaning of area	Instructions are given to the appropriate personnel to ensure that: & that waste is disposed of as required & area is cleaned to standard required by venue management & facilities are returned to their standard configuration

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Physical elements include any equipment or materials used for an entertainment venue or event.

Appropriate personnel may include:

- & supervisor
- & head of department
- & technical manager
- & production manager
- & stage manager
- & technical staff
- & contract labour

Waste may include:

- & hazardous
- & non-hazardous materials

Methods of disposal of unwanted physical elements may include:

- & sale
- & donation
- & legal waste disposal

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & managing work effectively to meet goals and results
- & communicating effectively within the range of situations required for the job role

CONCURRENT AND PRE-REQUISITE ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Coordinate technical operations
- & Establish and manage resources and technical requirements
- & Manage systems
- & Participate in, facilitate and lead work teams

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & relevant organisational and/or legislative occupational health and safety requirements
- & safe manual handling techniques
- & writing correspondence/reports following organisation procedures
- & making decisions according to responsibility and authority
- & giving clear and concise instructions
- & supervising and checking tasks
- & delegating tasks and responsibilities
- & organising work according to its priority
- & developing schedules and working within timelines
- & undertaking work within budgetary constraints
- & knowledge of effective communication techniques including listening,
- & questioning and non-verbal communication

RESOURCE IMPLICATIONS

Competency in this unit should be using all the resources required to coordinate a bump-out for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed on the job.

CARRY OUT MANUAL CUETGE7A SOLDERING AND DESOLDERING

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare materials for soldering

Materials are prepared for soldering in accordance with instructions and work site procedures

Materials are prepared using correct soldering tools, equipment, materials and procedures

Solder materials

Correct soldering techniques, procedures, materials and soldering tools are selected in accordance with work site procedures

Materials are jointed, mounted and shaped to specifications using standard operating procedures

An appropriate soldering technique is used to apply solder to the materials to be jointed, in accordance with work site procedures

Where appropriate, excess material is removed, using correct and appropriate tools and techniques

Procedures for the protection of components are observed according to standard operating procedures

Inspect solder joints

Inspection is undertaken to standard operating procedures

Inspection results are recorded/reported in accordance with work site procedures

Undertake desoldering

Correct and appropriate techniques, procedures, desoldering tools and equipment are selected in accordance with work site procedures

Materials/components are desoldered using correct procedures to minimise damage to materials and components

Material/device is removed and cleaned to specifications using standard operating procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Work is undertaken in a production or maintenance environment using predetermined standards or quality, safety and work procedures. Component protection procedures are predetermined.

Correct and appropriate soldering tools and equipment may include all types of soldering irons, cutters, brushes, files, soldering tips, solder syringes, holding devices.

Correct and appropriate materials may include solder (solid resin cord and paste) and flux (resin or powder).

All materials and procedures are specified via job instructions.

Inspections are carried out using visual, mechanical or electric techniques with pre set up equipment.

All work is undertaken to legislative and regulatory requirements.

Handling refers to methods of physical handling and stress relief methods of preventing damage caused by electrostatic discharge, This may include wrist straps and anti-static work areas and practices. This unit does not include skills in silver soldering or brazing skills.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & demonstrating safe working practices at all times;
- & performing all tasks in accordance with standard operating procedures;
- & performing all tasks to specifications

CONCURRENT ASSESSMENT

This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, material handling, recording and reporting associated with manual soldering and desoldering or other competencies requiring the exercise of the skills and knowledge covered by this unit.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;
- & taking responsibility for the quality of their own work;
- & planning tasks in all situations and reviewing the requirements as appropriate;
- & using accepted engineering techniques, practices, processes and workplace procedures.
- & identifying the preparation requirements of materials prior to soldering
- & identifying the consequence of incorrect material preparation prior to soldering
- & identifying the correct application of a range of soldering tools and equipment
- & identifying the applications of different solders and fluxes with respect to the materials to be soldered
- & applying alternative soldering and desoldering techniques and procedures
- & identifying methods of solder removal and their application
- & applying component protection procedures
- & identifying methods of minimising damage to materials/components
- & identifying and applying methods of cleaning solder from materials/devices

Depending on the actual soldering job, hand and power tools and measuring skills may be required.

RESOURCE IMPLICATIONS

The unit of competency should be assessed using:

- & all tools, equipment, material and documentation required
- & any relevant workplace procedures
- & any relevant product and manufacturing specifications.

METHOD AND CONTEXT OF ASSESSMENT

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.

This unit may be assessed on the job, off the job or a combination of 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.

Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.

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.

USE HAND TOOLS CUETGE8A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Use hand tools

Appropriate hand tools are selected according to the task requirements

Hand tools are used to produce desired outcomes to job specifications which may include finish, tension, size or shape

All safety requirements are adhered to before, during and after use

Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use

Routine maintenance of tools, including hand sharpening, is undertaken according to standard operational procedures, principles and techniques

Hand tools are stored safely in appropriate locations according to standard operational procedures and manufacturers' recommendations

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Planning and organising activities

1

Working with others and in teams

1

Using mathematical ideas and techniques

1

Using technology

1

RANGE OF VARIABLES

The following variables may apply:

Work is undertaken autonomously or in a team environment using predetermined standards of quality, safety and workshop procedures involved in the use of various hand tools, including but not limited to hacksaws, hammers, punches, screwdrivers, sockets, wrenches, scrapers, chisels, gouges, wood planes and files of all cross-sectional shapes and types.

Applications may include hand tools used for adjusting, dismantling, assembling and finishing of items or components and the finishing, cutting and scraping of metallic and non-metallic material to size and shape.

Routine maintenance tasks may include cleaning, lubricating, tightening, simple tool repairs, hand sharpening and adjustments using engineering principles, tools, equipment and procedures.

This unit should not be selected if the hand tool is dedicated to a single operation or machine and if only a machine-specific/customised tool is used. For power tools used for hand-held operations see the unit *Use power tool/hand-held operations*.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & demonstrating safe working practices at all times;
- & performing all tasks in accordance with standard operating procedures;
- & performing all tasks to specification;

CONCURRENT ASSESSMENT

This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with the use of hand tools or other units requiring the exercise of the skills and knowledge covered by this unit.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;
- & taking responsibility for the quality of their own work;
- & planning tasks in all situations and reviewing task requirements as appropriate;
- & using accepted engineering techniques, practices, processes and workplace procedures
- & identifying the outcomes and job specifications to be achieved by the use of hand tools
- & selecting appropriate personal protective clothing and safety equipment to be used when using hand tools
- & identifying common faults and/or defects in hand tools and following the procedures for marking unsafe or faulty tools
- & identifying the routine maintenance requirements of a range of hand tools
- & identifying the procedures and techniques to be used in maintaining/sharpening a range of hand tools

RESOURCE IMPLICATIONS

This unit of competency should be assessed using:

- & all tools, equipment, materials and documentation required
- & any relevant workplace procedures
- & any relevant product and manufacturing specifications
- & any relevant codes, standards, manuals and reference materials.

METHOD AND CONTEXT OF ASSESSMENT

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.

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.

USE POWER TOOLS / CUETGE9A HAND-HELD OPERATION

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Use power tools

Appropriate power tools are selected according to the task requirements

Power tools are used following a determined sequence of operation which may include clamping, alignment and adjustment to produce desired outcomes to job specifications which may include finish, size or shape

All safety requirements are adhered to before, during and after use

Unsafe or faulty tools are identified and marked for repair according to designated procedures before, during and after use

Power tools are stored safely in the appropriate location according to standard workshop procedure and manufacturer's recommendations

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Collecting, analysing and organising ideas and information

1

Communicating ideas and information

1

Working with others and in teams

1

Solving problems

1

Using technology

1

RANGE OF VARIABLES

The following variables may apply:

Work is undertaken autonomously or in a team environment using predetermined standards of quality, safety and workshop procedures involving the use of various power tools, including but not limited to electric or pneumatic drills, grinders, jigsaws, nibblers, cutting saws, sanders, planers, routers, pedestal drills and pedestal grinders.

Applications may extend to loosening and fastening of items or components and the finishing, cutting and grinding of metallic and non-metallic materials and/or tool bits to size and shape.

Routine maintenance tasks may include cleaning, lubricating, tightening, simple tool repairs and adjustments using engineering principles, tools, equipment and procedures to statutory and regulatory requirements.

This unit should not be selected if the power tools used are dedicated to an operation or machine, ie. nutrunner, air drill, power driver etc. For using hand-held tools see the unit *Use hand tools*.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & demonstrating safe working practices at all time;
- & performing all tasks in accordance with standard operating procedures;
- & performing all tasks to specification

CONCURRENT ASSESSMENT

This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with the use of power tools in hand-held operations or other units requiring the exercise of the skills and knowledge covered by this unit.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;
- & taking responsibility for the quality of their own work;
- & planning tasks in all situation and review tasks requirements as appropriate;
- & using accepted engineering techniques, practices, processes and workplace procedures
- & identifying the outcomes and job specifications to be achieved by the use of power tools
- & identifying a range of clamping/securing devices and their applications
- & identifying the adjustment that can be made to a range of power tools
- & identifying the tools and procedures to be used in adjusting a range of power tools
- & aligning power tools to achieve the required outcomes

RESOURCE IMPLICATIONS

This unit of competency should be assessed using:

- & all tools, equipment, materials and documentation required
- & any relevant workplace procedures
- & any relevant product and manufacturing specifications
- & any relevant codes, standards, manuals and reference materials.

METHOD AND CONTEXT OF ASSESSMENT

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 a s part of a team. The assessment environment should not disadvantage the candidate.

Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.

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.

PERFORM ROUTINE

MANUAL CUETGE10A

METAL ARC AND/OR GAS

METAL ARC

WELDING

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Determine weld requirements	<p>All appropriate specifications and drawings are obtained and weld requirements are determined in accordance with job specifications</p> <p>Location and size of welds are determined in accordance with standard operating procedures and job specifications</p>
Prepare materials for welding	The materials to be welded are cleaned and prepared using appropriate tools and techniques in accordance with standard operating procedures
Select welding machine settings, electrodes and/or wire	<p>Welding machines settings are correctly set in accordance with established workplace and/or manufacturers specifications</p> <p>Electrodes and/or wire are correctly selected in accordance with established workplace and/or manufacturers specifications</p>
Perform routine welding	<p>Weld is undertaken safely and to prescribed procedure</p> <p>All welds are cleaned in accordance with specifications and standard operating procedures</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1

Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables will apply:

Routine welding in this unit is intended to apply in a manufacturing or maintenance environment where welding is not required to meet Australian Standards 1554 General Purpose or equivalent clothes, Occupation Health and Safety regulations and/or licensing requirements.

Welding would typically be performed on low carbon and mild steels.

Weld preparation would be minimal and generally restricted to cleaning using files and grinders.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & demonstrating safe working practices at all times;
- & performing all tasks in accordance with standard operating procedures;
- & performing all tasks to specification

CONCURRENT ASSESSMENT

This unit may be assessed in conjunction with any other units addressing the safety, quality, communication, materials handling, recording and reporting associated with routine manual welding or other units requiring the exercise of the skills and knowledge covered by this unit.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & communicating information about processes, events or tasks being undertaken to ensure a safe and efficient working environment;
- & taking responsibility for the quality of their own work;
- & planning tasks in all situations and review task requirements as appropriate;
- & using accepted engineering techniques, practices, processes and workplace procedures
- & identifying weld requirements, specifications, location and size
- & identifying the appropriate setting for a given task and the equipment and electrodes to be used
- & identifying application of a variety of electrodes and the appropriate electrode for a given task
- & identifying the tools and techniques appropriate to the preparation of materials

RESOURCE IMPLICATIONS

This unit of competency should be assessed using:

- & all tools, equipment, materials and documentation required.
- & any relevant workplace procedures
- & any relevant product and manufacturing specifications
- & any relevant codes, standards, manuals and reference materials.

METHOD AND CONTEXT OF ASSESSMENT

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.

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

Tasks involved will be completed within reasonable timeframes relating to typical workplace activities.

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.

APPLY OCCUPATIONAL HEALTH AND SAFETY REQUIREMENTS ASSOCIATED WITH RESTRICTED ELECTRICAL WORK

004/01

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Maintain the safety of the working environment

Work clothes take account of OH&S requirements and protective clothing and devices are worn when necessary
Portable ladders are selected and checked for safety
Insulated tools are checked for correct operation and are kept in good condition
Potential hazards in the workplace are identified and measures for dealing with these hazardous are implemented

Work safety

Procedures are followed to prevent the risk of contact with live parts in carrying out electrical work
Conditions that may increase the risk from electrical hazards, such as a damp situation, are identified and measure taken to eliminate or reduce such risks

Deal with emergencies

The ability to select and use fire extinguishers to put out the range of fires that can occur in workplace is demonstrated
The methods of freeing a person from contact with live parts is demonstrated
The ability to assess first aid treatment needed by a victim of electrical shock is demonstrated
The essentials of cardiopulmonary resuscitation (CPR) are demonstrated

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	1
Planning and organising activities	2
Working with others and in teams	1
Solving problems	2
Using technology	1

RANGE OF VARIABLES

Equipment may include: - any component part of an installation, excluding any component part of fixed wiring and associated switchgear, accessories and fittings.

Accessory may include: - any device such as a switch, fuse, plug, socket-outlet, lampholder, fitting, adaptor or ceiling rose which is associated with wiring, luminaries, switchboards or appliances.

EVIDENCE GUIDE

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Attach flexible cable and plug to equipment connected to a single phase 250 volt supply
- & Locate and rectify faults in equipment connected to a single phase 250 volt supply
- & Attach flexible cable and plug to equipment connected to supply up to 650 volts
- & Follow health, safety and security procedures

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & unsafe (electrical) work practices
- & hazards in the (electrical) work environment

- & shock hazards
- & fire hazards
- & chemical hazards
- & safe use of tools and plant
- & electric shock victim rescue methods and procedures
- & basic first aid treatment for shock, burns and bleeding
- & expired air resuscitation (EAR)
- & purpose of each procedure
- & application
- & external cardiac-compression (ECC)
- & purpose of each procedure
- & application
- & cardio-pulmonary resuscitation (CPR) (combined application of EAR and ECC)
- & purpose of each procedure
- & application

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to apply occupational health and safety requirements associated with restricted electrical work in an entertainment venue or event.

METHOD AND CONTEXT OF ASSESSMENT

Achievement of this unit of competency is based on each of the following conditions being met:

- & completing at least three times each element of each category undertaken autonomously and to requirements in each case. To requirements means meeting all relevant safe working practices, manufacturers' specifications, codes of practice, statutory requirements, standards both Australian and international and OH&S standards.
- & meeting the performance criteria associated with each element of competence by employing the techniques, information and resources available in the workplace for each of the categories undertaken from those listed in the Evidence Guide.
- & demonstrating an understanding of all underpinning knowledge and skills identified for the categories undertaken in the relevant section, part 4 of the unit; Underpinning knowledge.

Assessment should include a variety of situations typical of a particular category. For example, variations in access to equipment, different distribution arrangements and various isolation and circuit-protection devices. Although it preferred that assessing competency be carried out in the workplace, it can be undertaken in a simulated work environment approved for that purpose.

LOCATE AND RECTIFY FAULTS IN EQUIPMENT CONNECTED TO A SINGLE PHASE 250 VOLT SUPPLY

004/03

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Identify faults	<p>Equipment is isolated from power supply</p> <p>Specified testing procedure is followed</p> <p>Voltmeter, ammeter, insulation resistance tester and multimeter are used for testing circuits</p> <p>Common equipment is tested for:</p> <ul style="list-style-type: none">& circuit continuity& insulation resistance& polarity& earth continuity <p>Each circuit component is checked for faults</p> <p>Components to be replaced or adjusted are determined and details recorded</p>
Replace components in the equipment	<p>Equipment is isolated from testing equipment</p> <p>Exact replacement component is selected and/or technical information in drawing/booklet/leaflet is used to determine replacement component and/or component is adjusted</p> <p>Fault component(s) are removed from circuit without damage to remaining components</p> <p>Secure connections are made when replacing components</p>
Test equipment	<p>Voltmeter, ammeter, insulation resistance tester and multimeter are used for testing circuits</p> <p>The equipment previously worked on, is tested for:</p>

- & circuit continuity
- & insulation resistance
- & polarity
- & earth continuity

Tests are performed to ensure installation and operation of equipment

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Planning and organising activities	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Equipment may include: - any component part of an installation, excluding any component part of fixed wiring and associated switchgear, accessories and fittings.

Accessories may include:- any device such as a switch, fuse, plug, socket-outlet, lampholder, fitting, adaptor or ceiling rose which is associated with wiring, luminaries, switchboards or appliances.

EVIDENCE GUIDE

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Attach flexible cords and plugs to equipment connected to a single phase 250 volt supply
- & Apply occupational health and safety requirements associated with restricted electrical work.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & three phase induction motors
 - & basic principles of operation (non mathematical)
 - & motor ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)

- & three phase water heaters
 - & basic principles of operation
 - & water heater ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to locate and rectify faults in equipment connected to a single phase 250 volt supply for an entertainment venue or context.

METHOD AND CONTEXT OF ASSESSMENT

Achievement of this unit of competency is based on each of the following conditions being met:

- & completing at least three times each element of each category undertaken; autonomously and to requirements in each case. To requirements means meeting all relevant safe working practices, manufacturers' specifications, codes of practice, statutory requirements, standards both Australian and international and OH&S standards.
- & meeting the performance criteria associated with each element of competence by employing the techniques, information and resources available in the workplace for each of the categories undertaken from those listed in the Evidence Guide.
- & demonstrating an understanding of all underpinning knowledge and skills identified for the categories undertaken in the relevant section, part 4 of the unit; Underpinning knowledge.

Assessment should include a variety of situations typical of a particular category. For example, variations in access to equipment, different distribution arrangements and various isolation and circuit protection devices. Although it preferred that assessing competency be carried out in the workplace, it can be undertaken in a simulated work environment approved for that purpose by the industry.

ATTACH FLEXIBLE CORDS AND PLUGS TO EQUIPMENT CONNECTED TO A SINGLE PHASE 250 VOLT SUPPLY

004/05

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Select the correct flexible cord and plug

Flexible core and plug is selected in accordance with Australian Standards and technical data including factors such as:

- & voltage
- & current rating
- & sheathing requirements
- & length of cord
- & pin configuration
- & control circuits
- & environmental conditions
- & weather proofing (e.g. IP rating)

Prepare the flexible cord and plug for connection to the equipment

Plug is fitted to cord to Australian Standards and must comply with:

- & polarity
- & earthing
- & shielding
- & anchorage

Flexible cord is prepared without damage to insulation and conductors

The cord sheath is brought into body of equipment through anchorage

Protective material is used to insulate conductors and

protect cord from damage

Meet any specific insulation requirements as required	<p>Procedure is followed for earthing the frame of single insulated metal framed equipment in accordance with AS3100</p> <p>The integrity of double insulated equipment is maintained in accordance with AS3100</p>
Terminate flexible cord inside equipment	<p>Conductors are connected to the terminals ensuring the required polarity</p> <p>Insulation covers conductors right up to terminations</p> <p>Terminations are made securely ensuring insulation segregation</p> <p>Manufacturer's specification is followed to complete termination</p>
Test equipment for operation and safety	<p>Voltmeter, ammeter, insulation resistance tester and multimeter are used for testing</p> <p>The equipment is checked for safe installation and operation</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Equipment - any component part of an installation, excluding any component of fixed wiring and associated switchgear, accessories and fittings.

Accessory - any device such as a switch, fuse, plug, socket-outlet, lampholder, fitting, adaptor or ceiling rose which is associated with wiring, luminaires, switchboards or appliances.

EVIDENCE GUIDE

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Locate and rectify faults in equipment connected to a single phase 250 volt supply
- & Apply occupational health and safety requirement associated with restricted electrical work

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & function of basic electrical circuit components
 - & source
 - & control
 - & protection
 - & load
- & circuit component diagram symbols
- & circuit connections and functions
 - & open circuit
 - & closed circuit
 - & short circuit
- & basic voltage, current and resistance measurement and calculation
- & circuit behaviour
- & insulation resistance measurement and requirements
- & cable types and conductor termination methods and techniques
- & flexible cords for use with single phase appliances/apparatus
 - & types and loading
 - & service duty
- & plugs for use with single phase applications/apparatus
 - & types and loading
 - & IP rating
- & connection requirements and techniques
- & safety testing

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to attach flexible cords and plugs to equipment connected to a single phase 250 volt supply for an entertainment venue or event.

METHOD AND CONTEXT OF ASSESSMENT

Achievement of this unit of competency is based on each of the following conditions being met:

- & completing at least three times each element of each category undertaken; autonomously and to requirements in each case. To requirements means meeting all relevant safe working practices, manufacturers specifications, codes of practice, statutory requirements, standards both Australian and international and OH&S standards.
- & meeting the performance criteria associated with each element of competence by employing the techniques, information and resources available in the workplace for each of the categories undertaken from those listed in the Evidence Guide.
- & demonstrating an understanding of all underpinning knowledge and skills identified for the categories undertaken in the relevant section, part 4 of the unit; Underpinning knowledge.

Assessment should include a variety of situations typical of a particular category. For example, variations in access to equipment, different distribution arrangements and various isolation and circuit-protection devices. Although it preferred that assessing competency be carried out in the workplace, it can be undertaken in an simulated work environment approved for that purpose by the industry.

ATTACH FLEXIBLE CORDS AND PLUGS TO EQUIPMENT CONNECTED TO SUPPLY UP TO 650 VOLTS

004/06

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Select the correct flexible cable and plug

Flexible cable and plug is selected in accordance with Australian Standards and technical data including factors such as:

- & voltage rating
- & current rating
- & sheathing requirement
- & length of cable
- & pin configuration
- & control circuits
- & environmental conditions
- & weather proofing (IP rating)

Prepare the flexible cable and plug for connection to the equipment

Plug is fitted to cable to Australian Standards and must comply with:

- & polarity
- & earthing
- & shielding
- & anchorage

Flexible cable is prepared without damage to insulation and conductors

The cord sheath is brought into body of equipment through anchorage

Protective material is used to insulate conductors and

protect cable from damage

Meet special insulation requirements as required	<p>Procedure is followed for earthing the frame of single insulated metal framed equipment is maintained in accordance with AS3100</p> <p>The integrity of double insulated equipment is maintained in accordance with AS3100</p>
Terminate flexible cable inside equipment	<p>Conductors are connected to the terminals ensuring the required polarity/phase connections</p> <p>Insulation covers conductors right up to terminations</p> <p>Terminations are made securely ensuring insulation segregation</p> <p>Manufacturer's specification is followed to complete termination</p>
Test equipment for operation and safety	<p>Voltmeter, ammeter, insulation resistance tester and multimeter are used for testing</p> <p>The equipment is checked for safe installation and operation</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Planning and organising activities	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Equipment may include: - any component part of an installation, excluding any component part of fixed wiring and associated switchgear, accessories and fittings.

Accessory may include: - any device such as a switch, fuse, plug, socket-outlet, lampholder, fitting, adaptor or ceiling rose which is associated with wiring, luminaries, switchboards or appliances.

EVIDENCE GUIDE

CONCURRENT AND PRE-REQUISITE ASSESSMENT

Pre-requisite units are:

- & Apply occupational health and safety requirements associated with restricted electrical work

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & unsafe (electrical) work practices
- & safe use of tools and plant
- & hazards in the (electrical) work environment
 - & shock hazards
 - & fire hazards
 - & chemical hazards
- & procedures for dealing with fires associated with electrical equipment
- & procedures for dealing with PCSs
- & electric-shock victim rescue methods and procedures
- & basic first aid treatment for shock, burns and bleeding
- & expired air resuscitation (EAR)
 - & purpose of each procedure
 - & application
- & external cardiac-compression (ECC)
 - & purpose of each procedure
 - & application
- & basic electrical circuits
- & cardio-pulmonary resuscitation (CPR) (combined application of EAR and ECC)
 - & purpose of each procedure
 - & application
- & function of basic electrical circuit components
 - & source
 - & control
 - & protection
 - & load
- & circuit component diagram symbols

- & circuit connections and functions
 - & open circuit
 - & closed circuit
 - & short circuit
- & basic voltage, current and resistance measurement and calculation
- & circuit behaviour
- & insulation resistance measurement and requirements
- & cable types and conductor termination methods and techniques
- & electrical distribution arrangement within a premises
- & purpose of switchboards/distribution boards
- & single and three phase systems and loads
 - & number of active and live conductors required
 - & line and phase voltage
 - & typical loads
- & circuit isolation and protection devices
- & isolation procedures
 - & work clearance
 - & testing for voltage
 - & lock-off and tagging
- & disconnect/reconnection requirements
- & selecting replacement equipment
- & ensuring equipment is safe to connect to supply
- & single phase motors
 - & basic principles of operation (non mathematical)
 - & motor ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)
- & single phase water heaters
 - & basic principles of operation
 - & water heater ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)

- & single phase applications - applicable to a particular category
 - & basic principles of operation (non mathematical)
 - & ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)
- & three phase induction motors
 - & basic principles of operation (non mathematical)
 - & motor ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)
- & three phase water heaters
 - & basic principles of operation
 - & water heater ratings
 - & basic principles of operation of control and protection devices
 - & fault conditions and symptom
 - & safe testing procedure
 - & fault finding procedures (prescriptive)
- & flexible cords for use with single phase appliances/apparatus
 - & types and loading
 - & service duty
- & plugs for use with single phase appliances/apparatus
 - & types and loading
 - & IP rating
- & connection requirements and techniques
- & safety testing
- & flexible cords and cables for use with three phase appliances/apparatus
 - & types and loading
 - & service duty
- & plugs for use with single phase appliances/apparatus
 - & types and loading
 - & IP rating
- & connection requirements and techniques
- & safety testing

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resource required to attach flexible cords and plugs to equipment connected to a supply of up to 650 volts

METHOD AND CONTEXT OF ASSESSMENT

Achievement of this unit of competency is based on each of the following conditions being met:

- & completing at least three times each element of each category undertaken; autonomously and to requirements in each case. To requirements means meeting all relevant safe working practices, manufacturers' specifications, codes of practice, statutory requirements, standards both Australian and international and OH&S standards.
- & meeting the performance criteria associated with each element of competence by employing the techniques, information and resources available in the workplace for each of the categories undertaken from those listed in the Evidence Guide.
- & demonstrating an understanding of all underpinning knowledge and skills identified for the categories undertaken in the relevant section, part 4 of the unit; Underpinning knowledge.

Assessment should include a variety of situations typical of a particular category. For example, variations in access to equipment, different distribution arrangements and various isolation and circuit protection devices. Although it preferred that assessing competency be carried out in the workplace, it can be undertaken in a simulated work environment approved for that purpose by the industry.

UNDERTAKE RIGGINGCUERIG1A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Plan and prepare work

Plans and drawings are interpreted to ascertain job requirements

Access, obstructions and other hazards are assessed and appropriate action is taken to remove/reduce risks

Safety signs and warnings are erected in accordance with organisational procedures

Load dimensions and centre of gravity of load are established in accordance with slinging requirements

Appropriate safe working loads for lifting equipment are calculated

Slings, tackle, hoists and accessories are selected according to the needs of lift and safe working capacities of equipment

Lifting/moving gear is inspected and damaged/worn items are identified, labelled and rejected in accordance with organisational procedures

Build truss/bars

Equipment to be rigged is selected according to requirements

Truss/bars are joined in accordance with manufacturer's specifications

Anchorage points are identified/located/established in accordance with requirements and equipment manufacturer's specifications

Load is safely slung/connected and packing installed/secured to protect sling and load

Load is raised to working height

Rigging equipment attached to truss/bar is checked for safety and any adjustment are referred to the appropriate personnel

Required adjustments are rechecked for safety

Raise truss/bar and secure load	<p>Load is safely raised in accordance with organisational procedures and using appropriate signals</p> <p>Stability of load is maintained throughout the raising process</p> <p>Load is secured and hung in position</p> <p>Equipment no longer required is removed</p> <p>Workplace is cleared of rigging equipment to ensure that it is safe for others to use</p>
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Equipment to be rigged may include:

- & dead hung pieces
- & independently flown pieces
- & flown pieces

Appropriate personnel may include:

- & head mechanist
- & technical managers (lighting, sound, audiovisual)
- & production manager
- & electrician
- & other technical specialists

Equipment used in rigging processes may include:

- & shackles
- & slings
- & ropes
- & clamps
- & carabeenas
- & swages (ferrules)
- & thimbles
- & chains
- & turnbuckles
- & bottle screws
- & foot irons and saddles
- & harnesses

Lifting/moving gear may include:

- & block and tackle
- & chain crawlers
- & chain motors
- & chain blocks
- & turfers
- & mechanical/electrical winches
- & snatch blocks
- & pulleys
- & sheaves
- & trusses

Trusses may include the following types:

- & mono
- & triangular
- & box

Occupational health and safety requirements may include:

- & workplace environment and safety
- & protective clothing and equipment
- & use of tools and equipment
- & handling of materials
- & working platforms and scaffolding
- & rigging and crane operations

Signals for load moving may involve:

- & verbally
- & with hand signals to Australian Standards
- & with whistle/hooters to Australian Standards
- & with two-way radios/telephones
- & with light signals to Australian Standards

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & complying with occupational health and safety regulations applicable to worksite and rigging operations
- & dogging
- & identifying details of work and program schedule of movement and installation
- & estimating load, centre of gravity and method of moving load
- & selecting and using appropriate processes tools and equipment to move and install loads
- & using safe and correct procedures for lifting gear and slinging of loads
- & communicating effectively within the range of situations required for the job role
- & identifying typical faults and problems that occur and the necessary action taken to rectify

UNDERPINNING KNOWLEDGE AND SKILLS

Skills knowledge are required in:

- & workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- & knowledge of rigging gear and equipment
- & knowledge of design and function of lifting gear
- & safe working loads and how they are calculated

- & applying a range of rigging techniques as applied to specific equipment used in the workplace
- & appropriate personal protective equipment
- & apply methods of signalling
- & organisational procedures with regard to rigging
- & using hand and power tools
- & organising work
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to rig equipment required for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed on the job and may need to be assessed on more than occasion to ensure consistency of performance.

LOWER AND DISMANTLE CUERIG2A RIGGING EQUIPMENT

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare to lower and dismantle equipment

Access, obstructions and other hazards are assessed and appropriate action is taken to remove/reduce risks

Safety signs and warnings are erected according to organisational procedures

Slings, tackle, hoists and accessories are selected consistent with the needs of the lift and safe working capacities of the equipment

Lifting/moving gear is inspected and damaged/worn items are identified, labelled and rejected in accordance with organisational procedures

Lower truss/bar

Anchorage points are identified/located/established according to requirements and equipment manufacturer's specifications

Load is safely slung/connected and packing installed/secured to protect sling and load

Load is safely lowered using appropriate signals in accordance with organisational procedures

Stability of load is maintained throughout the lowering process

Equipment attached to truss/bar is removed

Remove slings and lifting accessories

Care is taken to restrain slings, accessories and packing upon removal

Slings and lifting accessories are removed, cleaned and inspected for damage

Damaged/worn items are identified, labelled and rejected in accordance with organisational procedures

Load moving equipment is dismantled and safely removed

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	1
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Equipment to be lowered and dismantled may include:

- & dead hung pieces
- & independently flown pieces
- & flown pieces

Equipment used in rigging processes may include:

- & shackles
- & slings
- & ropes
- & clamps
- & carabeenas
- & swages (ferrules)
- & thimbles
- & chains
- & turnbuckles
- & bottle screws
- & foot irons and saddles
- & harnesses

Lifting/moving gear may include:

- & block and tackle
- & chain crawlers
- & chain motors
- & chain blocks
- & turfing
- & mechanical/electrical winches
- & snatch blocks
- & pulleys
- & sheaves
- & trusses

Trusses may include the following types:

- & mono
- & triangular
- & box

Occupational health and safety requirements may include:

- & workplace environment and safety
- & protective clothing and equipment
- & use of tools and equipment
- & handling of materials
- & working platforms and scaffolding
- & rigging and crane operations

Signals for load moving may involve:

- & verbal
- & with hand signals to Australian Standards
- & with whistle/hooters to Australian Standards
- & with two-way radios/telephones
- & with light signals to Australian Standards

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & complying with occupational health and safety regulations applicable to worksite and rigging operations
- & dogging
- & identifying details of work and program schedule of movement and installation
- & estimating load, centre of gravity and method of moving load
- & sleeting and using appropriate processes tools and equipment to lower and dismantle equipment
- & safe and correct procedures for lifting gear and slinging of loads
- & communicating effectively within the range of situations required for the job role
- & identifying typical faults and problems that occur and the necessary action taken to rectify

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & applying workplace and equipment safety requirements including relevant statutory regulations, codes and standards
- & rigging gear and equipment
- & design and function of lifting gear
- & safe working loads and how they are calculated
- & applying a range of rigging techniques as applied to specific equipment used in the workplace
- & appropriate personal protective equipment
- & applying methods of signalling
- & knowledge of organisational procedures with regard to rigging
- & using hand and power tools
- & organising work
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to lower and dismantle equipment in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed on the job and may need to be assessed on more than one occasion to ensure consistency of performance.

Assessment may involve observation and questioning related to underpinning knowledge.

REPAIR AND MAINTAIN CUETGE5A THE SHOW

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Repair physical elements	<p>Faulty and/or dirty physical elements are identified to enable repair, cleaning and/or replacement/alterations to be undertaken</p> <p>Faulty physical elements are repaired to working condition and are functional for next use and/or are in suitable condition for storage</p> <p>Physical elements are repaired in accordance with safety requirements and manufacturer's specifications</p> <p>Complex repairs are referred to technical specialists where appropriate</p>
Maintain physical elements	<p>Dirty or damaged physical elements are cleaned or repaired to match original condition</p> <p>Physical elements are cleaned and maintained to safeguard their use in next production or on tour if required</p> <p>Physical elements are replaced where necessary and replacements match originals</p> <p>Physical elements are checked to ensure that they are in suitable condition for storage or tour</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	2
Working with others and in teams	1
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Physical elements may include:

- & set elements
- & props
- & costumes
- & millinery
- & scenic art

This unit refers to basic maintenance and repairs.

Maintenance includes any periodic work undertaken to keep equipment at optimum working and appearance.

Repairs to equipment are carried out on an as-required basis to restore equipment to optimum working and appearance.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & repairing and maintaining relevant equipment to optimum condition

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of repair and maintenance required to relevant specialist area
- & relevant legislative and/or organisational occupational health and safety requirements including safe manual handling
- & using relevant hand and power tools
- & fault finding procedures
- & knowing when to seek higher level expertise for repairs and the relevant personnel to contact
- & working within time constraints
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

Competency in this unit should be demonstrated using the relevant physical elements defined in the Range of Variables.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job. Assessment should include observation of the candidate performing at least two repair and two maintenance tasks.

PREPARE, INSTALL AND OPERATE PYROTECHNIC EFFECTS

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Prepare to meet pyrotechnic requirements	<p>Discussion with the appropriate personnel confirms event and pyrotechnics effects required, budget available and any other requirements</p> <p>Advice is provided regarding feasibility and safety of concepts as appropriate</p> <p>Pyrotechnics are sourced from the appropriate supplier according to State/Territory regulations</p> <p>Transportation of pyrotechnics is arranged in accordance with State/Territory regulations governing the transportation of explosives</p>
Install pyrotechnics	<p>Pyrotechnics are connected to control systems and prepared as required</p> <p>Pyrotechnics are installed in the appropriate location in consultation with the appropriate personnel</p> <p>Occupational and public health and safety requirements are applied in the installation of pyrotechnics</p>
Operate pyrotechnics during performance	<p>Crew and cast are advised of pyrotechnic effects and relevant safety requirements as required</p> <p>Sequencing of all pyrotechnical cues is in accordance with production requirements</p> <p>Pyrotechnics are executed on cue</p> <p>Occupational and public health and safety legislative requirements are applied in operating pyrotechnics</p>
Undertake post performance duties	<p>Pyrotechnics are stored or disposed of in accordance with occupational and public health and safety legislative requirements</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Pyrotechnics may include:

- & cold fire
- & exploding balloons
- & maroons
- & flashpots
- & glitter bombs
- & confetti canon
- & gerbe
- & flares
- & smoke bombs

Appropriate personnel may include:

- & designers
- & director
- & lighting personnel
- & staging personnel
- & stage manager
- & production manager

Sourcing of pyrotechnics is regulated in each State/Territory. State/Territory legislation/regulations governing the sale of pyrotechnics stipulate who may buy and use pyrotechnics. Legislation/regulations in this regard may include:

- & 'known person' method - where you must be a known person by the supplier to obtain devices and to become a known person you must work for them.
- & issuing of permits - permits are issued for either one-off events (one-day permits) or general permits are issued which entitle the permit holder to use the specific types of pyrotechnics.

Pyrotechnics may be installed:

- & on floor
- & on sets
- & on scaffolding

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. Building Code of Australia
- & relevant local government legislation and regulations

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & obtaining and using pyrotechnics with the utmost regard for safety as defined in relevant occupational and public health and safety legislative requirements

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & relevant occupational and public health and safety legislative requirements
- & applying safe practices when working with pyrotechnics for example, obtaining permits, using pyrotechnics in accordance with manufacturers instructions, on site safety, distance for spectators and from vulnerable points, using fire-fighting equipment, transport, storage and disposal of pyrotechnics, site inspections, site cleaning
- & pyrotechnic products and suppliers
- & operating equipment used with pyrotechnics e.g. firing boxes
- & providing advice on pyrotechnic effects
- & knowledge of effective communication techniques including listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

Resource requirements include:

- & appropriate licence for buying and using pyrotechnics as identified in the Range of Variables
- & relevant pyrotechnics and control devices
- & relevant safety resources

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or in a simulated situation.

COORDINATE TECHNICAL CUETEM1 OPERATIONS

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Carry out pre-event checks	<p>Pre-event checks are carried out in accordance with production schedule, legal and occupational health and safety requirements</p> <p>Running sheets are checked to ensure that they are up to date and in accordance with production requirements</p> <p>Physical elements are placed in correct location in accordance with production requirements</p> <p>Consumables are organised for the event as required in accordance with production requirements</p>
Coordinate technical operations	<p>Movement, replacement and/or operation of physical elements is coordinated as required</p> <p>Technical requirements are coordinated to ensure that production schedule is followed</p> <p>Technical specifications and requirements are met in accordance with production requirements</p> <p>Problems and faults are identified and rectified as required and to the satisfaction of appropriate personnel</p>
Evaluate and modify technical operations	<p>Technical aspects are modified as required in consultation with the appropriate personnel</p> <p>Running sheets are updated as required</p> <p>Technical feedback is given to appropriate personnel as required</p> <p>Additional technical rehearsals for events are negotiated as required</p>

Reset physical elements	<p>Resetting of physical elements is coordinated in accordance with production requirements</p> <p>Faulty or damaged physical elements are identified and repairs are organised or carried out in accordance with occupational health and safety standards, manufacturers' specifications and organisational procedures</p>
Store physical elements	<p>Packing and storing of physical elements is coordinated in accordance with occupational and public health and safety legislative requirements</p> <p>Securing of valuable items is organised in accordance with organisation procedures</p> <p>Securing of hazardous materials is organised in accordance with organisation procedures and occupational and public health and safety legislative requirements</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Pre-event checks may include: individual departmental checks, checking venue facilities; including air-conditioning, advertising displays, public area lighting, emergency and exit lighting and public area cleanliness.

Physical elements may include:

- & costume resources including wigs, millinery, art finishing and accessories
- & lighting
- & equipment
- & sound equipment
- & audiovisual equipment
- & set elements
- & staging equipment
- & other equipment
- & props

Appropriate personnel may include:

- & director
- & designer
- & stage manager
- & other specialist staff

Movement, replacement and operation of physical elements are carried out in accordance with cue/running sheets, relevant instructions, and occupational and public health and safety legislative requirements.

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 legislation and regulation.

Repairs may include:

- & checking lamps
- & replacing globes and gel
- & checking and/or replacing batteries
- & washing/mending costumes
- & dry cleaning
- & checking stage machinery
- & cleaning stage
- & offstage area

Dangerous elements may include:

- & firearms
- & pyrotechnics
- & chemicals

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & communicating effectively with artistic staff, senior management, peers and subordinates within the range of situations required for the job role
- & extensive knowledge of specialist area
- & managing work effectively to meet goals and results
- & planning and coordinating skills required for setting up and resetting an event within budgetary and time constraints

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Manage systems
- & Establish and manage resources and technical requirements
- & Coordinate bump-in
- & Coordinate bump-out

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & making decisions within responsibility and authority
- & ensuring that legislative requirements are met in the workplace
- & ensuring that organisational and legislative occupational health and safety requirements are met
- & providing clear direction in devolving responsibility and accountability
- & motivating others
- & knowledge of effective communication techniques including listening, questioning and non-verbal communication
- & communicating routine and non-routine information to artistic personnel, senior managers, peers and subordinates

- & using modern management techniques in work performance
- & recording/reporting information within established systems
- & interpreting technical information and conveying it in simple terms
- & working to deadlines
- & assessing and using specialist knowledge and technical expertise
- & negotiating techniques
- & solving problems and dealing with unexpected contingencies promptly
- & taking initiative

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all equipment and resources required for coordinating technical operations in the relevant specialist area.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency should be assessed the job, is best undertaken as part of a work activity or activities, and may need to occur on a number of occasions to establish consistency of performance.

MANAGE SYSTEMS CUETEM2A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Maintain inventory system

All physical elements required for the event are listed in the inventory

Inventories are updated in accordance with organisational procedures

Appropriate staff are informed of location and how to access inventory system as required

Maintain repair and maintenance system

Equipment and materials that require maintenance or may require repair during the show are identified

Priorities for maintenance and repair duties are established

Regular upgrades of physical elements are organised in accordance with budgetary constraints and organisational policies and procedures

Responsibility for care and location of physical elements is delegated to the appropriate personnel

Technical specialists are organised to repair/maintain mechanical/electrical equipment as required in accordance with available expertise, budget or time constraints

Complete documentation

Recording systems are maintained according to organisation procedures

Records are clear and concise and include all relevant information required by the organisation

Appropriate personnel are informed of the location and how to access records as required

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Inventories may include those for the following departments or teams:

- & costume, including wigs, millinery, art finishing
- & set construction
- & scenic art
- & mechanists
- & props
- & lighting
- & sound
- & audiovisual; special effects, automation, building operations.

Maintenance and repair may include:

- & set maintenance
- & replacing globes and colour media
- & checking luminaries and replacing globes
- & checking cables
- & checking and replacing batteries
- & checking mechanical and electrical equipment
- & washing or mending costumes
- & dry cleaning.

Repairs and maintenance are undertaken in accordance with available expertise, budget or time constraints.

Equipment, materials and physical elements may include:

- & pre-existing equipment or new acquisitions such as stage management equipment
- & costume resources, including wigs, millinery, art finishing and accessories
- & lighting equipment
- & sound equipment
- & audiovisual equipment
- & set construction equipment
- & mechanical and electrical staging equipment
- & props equipment
- & special effects equipment.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & extensive knowledge of specialist technical area
- & knowledge of typical repair and maintenance needs within relevant area of technical expertise
- & recording/reporting information within established systems

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Coordinate technical operations
- & Establish and manage resources and technical requirements
- & Coordinate bump-in
- & Coordinate bump-out

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & computer-based systems commonly used in the entertainment industry
- & organisation, including planning, scheduling and allocating tasks
- & making decisions within responsibility and authority
- & ensuring that legislative requirements are met in the workplace
- & ensuring that organisational and legislative occupational health and safety requirements are met
- & providing clear direction in devolving responsibility and accountability
- & knowledge of effective communication techniques including listening, questioning and non-verbal communication
- & communicating routine and non-routine information to senior managers, peers and subordinates
- & using specialist knowledge and technical expertise
- & solving problems and dealing with unexpected contingencies promptly

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all equipment and resources required for managing systems in the relevant specialist area.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency may be assessed on the job, off the job or in a combination of both. Assessment of this unit is best undertaken as part of a work activity or activities and may need to occur on a number of occasions to establish consistency of performance.

ESTABLISH AND MANAGE CUETEM3 RESOURCES AND TECHNICAL REQUIREMENTS

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Establish technical/production requirements

Initial concepts and requirements for the production are identified through reading and/or evaluation of supplied material and notes on technical and safety requirements are prepared

Concepts and requirements for production are clarified with the appropriate personnel

Advice is given on the feasibility and safety of concepts and their implementation and workable alternatives are suggested as required

Options for realisation and execution methods for construction or installation are identified and a decision is made on the method/s to be implemented in consultation with the appropriate personnel

Designers' plans, drawings and models are interpreted to scale as required and adapted to serve practical requirements of construction or installation

All decisions, agreements and other relevant information are documented according to organisational procedures

Plan and acquire resource requirements

Resource requirements are sourced and costed as required according to organisation policy and procedures

Proposed expenditure for all resources meets pre-determined budget allocation

Any potential budget overruns are identified and resolved and/or alternative options are recommended to the appropriate personnel

Liaison with internal and/or external suppliers is undertaken to acquire equipment and material needs

Existing stock is sourced for possible usage in planned construction or installation

Resources are acquired in accordance with design specifications, production schedule, deadlines, budgetary constraints and organisational policy and procedures

Appropriate financial procedures are followed in accordance with

organisational policies and procedures

Manage construction or installation

Action plan for implementing construction or installation is developed incorporating all requirements in terms of labour, materials, equipment and facilities

Work is organised to ensure that construction or installation is completed within constraints of timeframes, budget and available technology

Tasks are allocated according to skill, preference, training requirements and multi-skilling considerations

Condition of equipment and materials is checked and, where appropriate, action is taken to rectify any problems

Attendance at rehearsals and/or production meetings identifies any alterations that need to be made to original design specifications

Instructions are given as required to the appropriate personnel to ensure that workshops/workrooms are clean, secure and have the appropriate equipment, tools, materials and furniture and access to amenities

Construction or installation is monitored to ensure that it meets design specifications, budgetary constraints and timelines

Final result of construction or installation is checked to ensure that it meets design requirements

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Collecting, analysing and organising ideas and information

2

Communicating ideas and information

2

Planning and organising activities

2

Working with others and in teams

2

Solving problems

2

Using mathematical ideas and techniques

1

Using technology

1

RANGE OF VARIABLES

The following variables may apply:

Supplied material may include:

- & production notes
- & plans
- & designs
- & models
- & drawing
- & script

Technical/production requirements may include:

- & costuming requirements including wigs
- & stage management requirements
- & lighting requirements
- & sound requirements
- & audiovisual requirements
- & set construction
- & props requirements
- & special effects requirements
- & scenic art requirements

Appropriate personnel may include:

- & director
- & designer
- & production manager
- & other technical specialists

Decision on most appropriate implementation method/s may take account of factors including:

- & constraints of budget
- & time
- & venue
- & other company resource restrictions or safety considerations.

Resource requirements may include:

- & labour
- & materials
- & equipment
- & facilities

Resources may be acquired through:

- & purchasing
- & borrowing
- & hiring
- & renting
- & contra-deals
- & acquiring necessary licenses and approvals, e.g. firearms licence.

Labour requirements may be staff or contract or may require contracting of specialists or consultants.

Financial procedures may include:

- & establishing paperwork requirements such as purchase orders, requisitions, record keeping, invoices quotes and estimates
- & implementing appropriate delegation and accountability arrangements
- & establishing cheques and petty cash arrangements

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & communicating effectively with artistic staff, senior management, peers and subordinates within the range of situations required for the job role
- & providing creative alternative options where the director's or designer's requirements cannot be met due to budget, time, venue, safety or other resource constraints
- & extensive knowledge of specialist area
- & working within strict budgetary and time constraints
- & managing work effectively to meet goals and results

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Coordinate technical operations
- & Manage systems
- & Coordinate bump-in
- & Coordinate bump-out

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & researching, acquiring and using information appropriate to responsibility
- & making decisions within responsibility and authority
- & knowledge of sources of suppliers of relevant equipment and materials
- & eliminating/minimising resource inefficiencies and waste
- & ensuring that legislative requirements are met in the workplace
- & ensuring that organisational and legislative occupational health and safety requirements are met
- & providing clear direction in devolving responsibility and accountability
- & motivating others
- & hiring staff
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- & communicating routine and non-routine information to artistic personnel, senior managers, peers and subordinates
- & using modern management techniques in work performance
- & recording/reporting information within established systems
- & interpreting technical information and conveying it in simple terms
- & knowledge of and ability to apply budgeting techniques
- & working to deadlines
- & problem solving
- & negotiating techniques
- & assessing and using specialist knowledge and technical expertise

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all equipment and resources required for establishing and managing resources and technical requirements in the relevant specialist area.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job, off the job or in a combination of both. Assessment may need to occur on a number of occasions to establish consistency.

UNDERTAKE GENERAL CUECLE1A ADMINISTRATIVE PROCEDURES

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Perform administrative procedures	<p>Administrative procedures are performed accurately, promptly and efficiently in accordance with organisation requirements</p> <p>Appropriate office equipment is selected for required task/s</p> <p>Office equipment is used in accordance with designated instructions and the requirements of the organisation</p>
Process information	<p>Information received from colleagues and/or customers is processed according to organisational procedures and circulated to the appropriate personnel</p> <p>Response to enquiries from colleagues and/or customers is prompt and courteous, and where necessary, the matter is referred to appropriate personnel</p> <p>Follow-up action is taken as necessary or referred to appropriate personnel as required</p>
Produce and/or complete documents/forms	<p>Simple correspondence and reports are drafted as required by appropriate personnel</p> <p>Documents include required information and, are checked by appropriate personnel</p> <p>Forms are completed accurately, approved by designated person and given to appropriate department or individual in accordance with the organisation's policies and procedures</p>
Operate computers	<p>Computer/s and relevant software are operated in accordance with specified procedures and manufacturer's instructions</p> <p>Information is entered into files or retrieved, edited, saved and/or printed as required</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Administrative procedures may include:

- & opening and distributing external and internal mail
- & answering telephones
- & taking messages - telephone, answering machine, pager
- & photocopying documents
- & filing
- & faxing documents
- & sending or receiving material via couriers or freight system - requisitioning consumable stock.

Office equipment may include:

- & telecommunication equipment, e.g.. telephone, mobile phones, pagers
- & answering machine
- & fax machine
- & photocopier
- & computer
- & modem
- & calculator

Software programs may include:

- & word processing
- & spreadsheet
- & database

Appropriate personnel may include:

- & supervisor
- & office manager
- & management
- & technical staff

Information received from colleagues and/or customers may be received via any of the following:

- & telephones
- & written communication, e.g.. letters, memos, faxed communication
- & computer work station terminal, e.g.. via modem, online database system

Follow-up action may include the provision of further information or service.

Forms may include:

- & time sheets
- & other personnel forms, e.g.. leave forms, overtime sheets
- & petty cash forms
- & financial reconciliation forms

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & communicating effectively within the range of situations required for the job role
- & carrying out procedures with thoroughness, accuracy and attention to detail
- & operating a range of office equipment and software programs
- & working as part of a team

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Work with others
- & Manage own work and learning
- & Apply industry and organisation knowledge
- & Work in a socially diverse environment

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & basic knowledge of the entertainment industry
- & knowledge of organisation structure i.e. key personnel
- & relevant organisational procedures
- & organising work according to its priority
- & following written and/or spoken instructions
- & reading equipment manuals
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

Resource requirements include:

- & relevant office equipment as identified in the Range of Variables
- & computer and computer software
- & stationery

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or off the job or in a combination of both.

USE INFORMATION TECHNOLOGY

CUECLE2A

This unit refers to operating computer hardware and computer packages.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Operate computer hardware	<p>Appropriate computer hardware and related equipment is used to produce the required outcome in accordance with the requirements of the task</p> <p>A range of computer hardware and related equipment is operated and maintained to complete routine tasks</p> <p>Keyboard and equipment are used according to relevant organisation procedures and OH&S guidelines</p>
Operate computer packages	<p>Appropriate software is used to produce the required outcome in accordance with the requirements of the task</p> <p>Documents are saved and stored in appropriate directory</p> <p>Data is accessed/produced, retrieved and manipulated to meet the requirements of the task</p> <p>Files are saved in appropriate directory and application is exited without losing data</p>
Seek assistance	<p>Online help is used to overcome basic difficulties with applications</p> <p>Manuals and training booklets are used to solve minor problems</p> <p>Assistance is sought from technical support as required</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1

Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Computer hardware and related equipment may include:

- & personal computers
- & networked systems
- & personal organisers
- & communications equipment
- & printers, scanners, tape cartridges
- & speakers
- & multimedia kits
- & mouse
- & touch pad
- & keyboard
- & pens

OH&S guidelines relate to the safe use of:

- & screen-based equipment
- & computing equipment
- & related equipment
- & work stations

The organisation procedures may relate to:

- & security procedures
- & OH&S procedures
- & maintenance procedures

Documents may include but are not limited to:

- & established files
- & applications

Software variables may include:

- & commercial software applications
- & institution-specific software
- & word processing, spreadsheet, database, graphic, communication packages and presentation functions

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & operating computer hardware, computer software within the range of situations for the job role

UNDERPINNING KNOWLEDGE AND SKILLS

Underpinning knowledge and skills refers to the essential knowledge, understanding and skills a person needs to perform work to the required standard.

Skills and knowledge required in:

- & basic IT terminology
- & ergonomic principles and practices to avoid muscle strain
- & general OH&S principles and responsibilities
- & reading and interpreting basic workplace documents and user manuals
- & speaking in a friendly and culturally appropriate manner
- & writing workplace documents
- & follow written and/or verbal instructions
- & relevant organisational and/or legislative requirements

RESOURCE IMPLICATIONS

Resource requirements include:

- & relevant computer hardware and equipment as identified in the Range of Variables
- & relevant manuals and training booklets

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job.

PLAN AND MANAGE EVENTS

CUEEV1A

This unit of competency sets out the competencies required to plan and manage events after the nature of the event or activity has been determined, the feasibility of the event has been established and major heads of agreement have been finalised.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare for events

The nature and details of the event/s are clarified with the appropriate personnel to provide a clear understanding of the sequence of planning and implementation processes

Benchmarks for the event/s are established in consultation with appropriate personnel to ensure that all aspects of the event can be monitored against agreed quality standards

Event requirements including resources, marketing, personnel, legal, rehearsal, production and financial requirements are clarified with the appropriate personnel

A schedule is developed which incorporates relevant event requirements and monitoring arrangements

Budget is confirmed and costings for all expenditure items are prepared within budget parameters

Arrangements for appropriate facilities, resources and special permissions are negotiated with venue management and relevant authorities, and contracts are prepared for finalisation by appropriate personnel where necessary

Prepare implementation strategy

Implementation strategy is prepared, incorporating timelines, resource requirements and employee responsibilities

Employees are engaged where necessary in accordance with organisation arrangements and relevant legislative and industrial requirements

Employees' duties are defined and responsibilities are delegated, taking account of the available skills and experience and requirements to meet quality and other standards

All personnel are briefed clearly about their responsibilities for each aspect of the event, deadlines and working budgets

Prepare implementation strategy	<p>Internal and external communications strategies are established to allow for rapid decision making and effective communication at all levels</p> <p>Risk-management strategies are coordinated and all potential hazards, danger, damage or other problems are assessed</p> <p>Briefing for all personnel is coordinated to apprise them of risk management strategies and to ensure that their duty of care responsibilities are fully comprehended.</p>
Oversee event implementation	<p>Effective communication is facilitated between all relevant personnel and meetings are coordinated as necessary</p> <p>All parties affected by changes to the event are informed promptly</p> <p>Event progress is monitored against agreed benchmarks, details are communicated to appropriate personnel, and action is taken to address any significant variations from the benchmarks</p> <p>Any problems that arise are addressed without delay and relevant personnel are informed as necessary</p>
Evaluate the event	<p>All aspects of the event/s are measured against agreed benchmarks and all personnel are informed of the findings</p> <p>Evaluation reports are provided to appropriate personnel during and/or after the event</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Benchmarks may include:

- technical performance standards
- financial management and reporting standards
- agreed quality standards

Monitoring covers logistical and qualitative aspects and occurs in accordance with board or other accountability requirements and the director's or specialists' intentions.

Appropriate personnel may include the artistic director and other creative personnel, organisations that may be involved in organising the event, a board or committee of management, partners or potential partners, senior management, technical specialists.

Facilities, resources and special permissions may include venue hire; utilities; use of parkland; exemptions from by-laws; approvals; security, fire, police and emergency services; approvals from local government authorities; changes to layout of the venue, seating; and all technical resources.

Relevant legislative and industrial requirements may include:

- industrial awards
- enterprise agreements
- Australian workplace agreements State and Federal regulations relating to the employment of children.

Personnel responsibilities may include compliance with relevant occupational health and safety, other legislation and essential services, and requirements to adhere to deadlines and budgets.

Internal communications may occur with all relevant personnel at management or non-management levels. External communications may occur with a board or other external managing body, local government authorities, emergency services and other outside bodies. Communications may be written or verbal and include meetings.

Organisation of risk management strategies may include assessment of potential hazards and occupational health and safety requirements; insurance including Workcover, weather, accidents and illness; crowd control procedures; and duty of care.

Occupational and public health and safety legislation may include:

- Commonwealth, State and Territory occupational health, safety and environment regulations
- Relevant national and international standards, guidelines and codes of practice
- Relevant local government legislation and regulations.

Measurements against agreed benchmarks may be quantitative and qualitative and may occur before, during and/or after the event has concluded.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include

- & responding to and managing change quickly

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & relevant legislation, including contracts, statutory requirements, OH&S legislation, and industrial awards and agreements
- & risk management strategies and requirements of emergency services, police and other authorities
- & familiarity with computer systems
- & duty of care and public liability
- & knowledge of the entertainment industry
- & aesthetic considerations and their relevance to event management
- & coordinating and chairing meetings and ensuring that adequate records are kept
- & preparing and/or signing off contracts with a range of organisations or individuals including performers, presenters, producers, sponsors and authorities.
- & ensuring contract compliance
- & developing and managing budgets and resources
- & assessing the appropriateness of facilities and resources for events
- & establishing and reporting on performance measures
- & evaluating the merit of an event through both qualitative and quantitative approaches such as focus groups, audience surveys, and analysis of participation rates and financial returns
- & undertaking and implementing the findings from market research
- & high-level communication skills including networking, reporting to boards, communicating with employees, research, negotiation, and highly developed written and report writing skills
- & planning and project management

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to plan and manage an event.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency may be assessed through a combination of on and off the job assessment, provided that all required resources for demonstration of competency within an industry context are available and that the assessment covers:

- & all aspects of event planning, implementation and evaluation,
- & the underpinning knowledge and skills specified in the evidence guide
- & demonstration of competency promptly and responsively

Assessment of this unit of competency should be demonstrated through the complete cycle of planning, implementing and evaluating an event across the range of requirements set out in the Range of Variables.

TOUR THE SHOW CUEEVT2A

This unit of competency applies to tour management. The process of planning a tour is dealt with in the unit 'Plan and manage events'.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Plan and identify tour requirements	<p>Tour schedule is examined and implications are identified and analysed</p> <p>Meetings are attended to discuss tour requirements as appropriate</p>
Coordinate variations to the show	<p>Relevant information on location is obtained and examined</p> <p>Location is inspected where possible</p> <p>Appropriate personnel are advised as to required or likely changes to physical elements of the show due to location specifications</p> <p>Variations to the show are noted on all relevant documentation</p> <p>Relevant documentation and information are updated to reflect changes</p>
Communicate tour requirements to relevant personnel	<p>Documentation relating to tour requirements is prepared and distributed to appropriate personnel</p> <p>Location personnel are advised of production requirements</p> <p>Touring personnel are advised of any location regulations and procedures and those relating to occupational and public health and safety legislative requirements</p> <p>Tour itinerary is copied and distributed to all appropriate personnel</p> <p>Travel days are calculated according to relevant award provisions, touring schedule and budgetary constraints</p> <p>Changes to tour schedule are recommended to appropriate personnel</p> <p>Accommodation and transport arrangements are determined and arranged as required</p>

Contribute to financial administration	<p>Information regarding budget is obtained from appropriate personnel</p> <p>Expenditure is reconciled according to basic accounting principles</p> <p>Organisation's policies and procedures are followed concerning financial documentation</p> <p>Time sheets are collected and dispatched and wages are administered according to relevant awards, agreements and organisation policy</p> <p>Staff are provided with necessary forms for completion and remittance to the appropriate personnel</p>
Coordinate publicity arrangements	<p>Publicity arrangements are organised as appropriate</p> <p>Performers are informed of publicity calls and are assisted in meeting requirements as necessary</p> <p>Photographs and publicity materials are displayed as appropriate</p> <p>Photographs and other publicity materials are delivered to media as required to encourage the promotion of the show</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Tour requirements may include:

- & transport
- & accommodation
- & equipment
- & personnel requirements

Touring must be carried out within the requirements of the relevant industrial awards governing travel, rehearsal and performance provisions.

Relevant documentation and information may include:

- & texts and meeting agenda
- & meeting minutes
- & front-of-house information & distribution lists
- & company lists
- & contact lists
- & address lists & agent lists
- & props lists
- & scenery lists
- & wardrobe lists & preliminary cue synopses
- & artists call sheets, e.g. publicity call sheets
- & time sheets
- & technical plots, e.g. fly plots and dome plots
- & production schedules bump in schedules
- & venue information
- & dressing room lists
- & ground plans
- & tour
- & itineraries
- & performance schedule
- & understudy / covers lists
- & transport details
- & accommodation lists

- & local contacts
- & maps and information on touring cities and towns
- & tickets.

Tours may occur overseas, interstate, intrastate or to regional areas.

Overseas tours may require the following documentation to be prepared:

- & carnets for air and sea freight
- & translations of script and organisation documentation and information on activity
- & customs and quarantine documentation luggage labels
- & travel permits or visas for personnel.

Overseas tours may require facilitation of different stage language/jargon and cultural differences.

Relevant location information may include:

- & technical specifications of size
- & dimensions
- & layout
- & masking requirements
- & power capacity
- & backstage layout
- & auditorium layout
- & access
- & parking
- & truck access
- & hours of access
- & amenities and facilities
- & canteen
- & bar
- & restaurant

Accommodation arrangements may include:

- & holiday flats
- & serviced apartments
- & hotels
- & motels
- & private homes.

Relevant financial information may include:

- & location agreements
- & performer's contracts
- & budget
- & tour schedule.

Expenditure and income may include:

- & petty cash float
- & company / organisation cheque account
- & props budget
- & box office income
- & invoices.

Administration of time sheets and wages may include:

- & advising bank of cash requirements
- & calculating tour and other special allowances

Necessary forms may include those for the following purposes:

- & employment, i.e. contracts
- & taxation
- & superannuation
- & union membership
- & insurance.

Relevant institutions may include:

- & banks / building societies
- & taxation offices
- & union offices
- & insurance companies.

Financial documentation may include:

- & cheque requisition order forms
- & time and wages books
- & cheque voucher forms
- & petty cash forms
- & delegations
- & letters to financial institutions
- & letters of introduction
- & letters of credit

Travel arrangement may include:

- & air
- & road
- & rail or sea
- & travel from home to port
- & port to accommodation
- & accommodation to location

Vehicles may include:

- & mini bus
- & organisation members' own vehicles
- & taxis
- & hire cars

Publicity arrangements may include:

- & interviews
- & photo calls
- & publicity with local media

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 legislation and regulation.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- managing a range of tasks concurrently
- managing work calmly and patiently
- solving problems
- using scheduling tools and techniques to organise and prioritise work
- communicating effectively within the range of situations required for the job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- Establish and manage effective workplace relationships

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- the relevant award and enterprise agreements
- standard equity contracts
- contractual relationships between venues and companies
- marketing requirements (e.g. publicity calls)
- lines of accountability
- knowledge of the show and production requirements
- being positive and supportive with others
- negotiating an outcome satisfactory to all parties
- working as part of a team
- delegating tasks and responsibilities
- dealing with conflict
- applying relevant organisational and legislative occupational health and safety requirements
- preparing relevant documentation and production information as required as specified in the Range of Variables
- knowledge of effective communication techniques including active listening, questioning and non verbal communication
- following written and/or spoken instructions
- managing people and finance within the Range of Variables required for the job role

RESOURCE IMPLICATIONS

Competency in this unit should be assessed using all the resources as required to manage a touring event.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency may be assessed through a combination of on and off the job assessment, provided that all the required resources for demonstration of competency within an industry context and that the assessment covers all aspects of touring a show.

PROVIDE LEADERSHIP IN BSXFMI502A THE WORKPLACE

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Model high standards of performance

Performance meets the organisation's requirements
Performance serves as positive role model for others
Performance plans are developed and implemented in accordance with the organisation's goals and objectives
Key performance indicators are developed within the team's/organisation's business plans

Enhance the organisation's image

The organisation's standards and values are used in conducting business
Standards and values considered to be damaging to the organisation are questioned through established communication channels
Personal performance contributes to developing an organisation which has integrity and credibility

Influence individuals and teams positively

Expectations, roles and responsibilities are communicated in a way which encourages individuals/teams to take responsibility for their work
Individual's/teams efforts and contributions are encouraged, valued and rewarded
Ideas and information receive the acceptance and support of colleagues

Make informed decisions	Information relevant to the issue(s) under consideration is gathered and organised
	Individuals/teams participate actively in the decision making processes
	Options are examined and their associated risks assessed to determine preferred course(s) of action
	Decisions are timely and communicated clearly to individuals/teams
	Plans to implement decisions are prepared and agreed by relevant individuals/teams
	Feedback processes are used effectively to monitor the implementation and impact of decisions

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using technology	1

RANGE OF VARIABLES

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge

- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement and processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

Work is conducted using legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Critical aspects of evidence relate to particular knowledge, understanding and skills that are essential to performance. Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & representing the organisation with integrity and credibility
- & taking initiatives in influencing others and managing responsibilities.

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Facilitate and capitalise on change and innovation
- & Implement and monitor continuous improvement systems and processes
- & Contribute to the development of a workplace learning environment

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & managing effectively in diverse work environments and contexts
- & achieving planned results
- & researching, acquiring and using information appropriate to work responsibility
- & making decisions within responsibility and authority
- & negotiating, establishing and monitoring key performance indicators for individuals/teams
- & managing work effectively to achieve goals and results
- & monitoring/introducing practices to improve performance
- & using modern management techniques in work performance
- & contributing to the organisation's standards and values
- & using effective consultative processes
- & communicating routine and non-routine information clearly to senior managers, peers and subordinates
- & promoting available learning methods to support colleagues' competence
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to provide leadership in the workplace.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job and may need to be assessed over a period of time.

E STABLISH AND MANAGE

BSXFMI503A

EFFECTIVE WORKPLACE

RELATIONSHIPS

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Gather, convey and receive information and ideas

Information to achieve work responsibilities is collected from appropriate sources

The method(s) used to communicate ideas and information is appropriate to the audience

Communication takes into account social and cultural diversity

Input from internal and external sources is sought, and valued in developing and refining new ideas and approaches

Develop trust and confidence

People are treated with integrity, respect and empathy

The organisation's social, ethical and business standards are used to develop and maintain positive relationships

Trust and confidence of colleagues, customers and suppliers is gained and maintained through competent performance

Interpersonal styles and methods are adjusted to the social and cultural environment

Build and maintain networks and relationships

Networking is used to identify and build relationships

Networks and other work relationships provide identifiable benefits for the team and organisation.

Cross-cultural cooperation results in positive outcomes for individuals, teams and the organisation

Coaching and mentoring is used to assist colleagues to develop effective relationships in a diverse workplace

Manage difficulties to achieve positive outcomes	<p>Problems are identified and analysed, and action is taken to rectify the situation with minimal disruption to performance</p> <p>Colleagues receive guidance and support to resolve their work difficulties</p> <p>Continued poor performance is managed within the organisation's processes</p> <p>Conflict is managed constructively within the organisation's processes</p> <p>Difficult situations are negotiated to achieve results acceptable to the participants, and which meet organisation and legislative requirements</p>
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	2

RANGE OF VARIABLES

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge

- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement and processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

Work is conducted using legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

Customers and suppliers may be:

- & internal or external
- & drawn from existing or new sources

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & developing and maintaining positive relationships in internal and external environments so that customers, suppliers and the organisation achieve planned outputs/outcomes

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & managing relationships effectively to achieve goals/results
- & researching, acquiring and using information appropriate to work responsibility
- & monitoring and introducing ways to improve work relationships in a diverse and complex workplace
- & performing in a way that strengthens and reinforces relationships
- & developing effective relationships in diverse internal and external environments
- & mixing confidently in a broad range of people
- & communicating clearly and concisely
- & responding effectively to unexpected demands from a range of sources
- & providing honest and constructive feedback
- & using effective consultative processes
- & encouraging contrary views to be submitted and discussed
- & treating people open and fairly
- & contributing to the removal of discrimination/bias in the workplace
- & developing constructive responses when confronted with problems and difficulties
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to establish and manage effective workplace relationships in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job and may need to be assessed over a period of time.

PARTICIPATE IN, LEAD AND BSXFMI404A FACILITATE WORK TEAMS

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Participate in team planning	<p>The team establishes clearly defined purpose, roles, responsibilities and accountabilities within the organisation's goals and objectives</p> <p>The team performance plan contributes to the organisation's business plan, policies and practices</p> <p>The team agrees to processes to monitor and adjust its performance within the organisation's continuous improvement policies</p> <p>The team includes in its plans ways in which it can benefit from the diversity of its membership</p>
Develop team commitment and cooperation	<p>The team uses open communication processes to obtain and share information</p> <p>The team encourages and exploits innovation and initiative</p> <p>Support is provided to the team to develop mutual concern and camaraderie</p>
Manage and develop team performance	<p>The team is supported in making decisions within its agreed roles and responsibilities</p> <p>The results achieved by the team contribute positively to the organisation's business plans</p> <p>Team and individual competencies are monitored regularly to confirm the team is able to meet its goals</p> <p>Mentoring and coaching supports team members enhance their knowledge and skills</p> <p>Delegates' performance is monitored to confirm that they have completed their delegation/assignment</p>

Participate in, and facilitate the work team	<p>Team effectiveness is encouraged and enhanced through active participation in team activities and communication processes</p> <p>Individuals and teams are actively encouraged to take individual and joint responsibility for their actions</p> <p>The team receives support to identify and resolve problems which impede its performance</p>
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under general guidance on progress and outcomes
- & may supervise others
- & may guide or facilitate teams
- & may have responsibility for and limited organisation of work of others
- & apply knowledge with depth in some areas
- & apply a broad range of skills to a range of tasks/roles
- & operate in a variety of work place contexts
- & use competencies within routines, methods and procedures
- & use some discretion and judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in a relatively diverse workplace environment in which they use the organisation's:

- & goals, objectives, plans, systems
- & access and equity principles, practices and processes
- & quality and continuous improvement and processes
- & business and performance plans, processes and standards
- & ethical standards
- & defined resource parameters

Work is conducted using legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

Teams may be one or a mixture of: ongoing, project-based, work-based, cross-functional

Teams may include:

- & full-time employees
- & contractors
- & part-time employees

Management roles in the team may include:

- & leader
- & facilitator
- & participant
- & coach
- & mentor

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & motivating, mentoring, coaching and developing team members to achieve team cohesion

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & acquiring and using information appropriate to work responsibility
- & establishing among teams a commitment to the organisation's goals, values and plans
- & managing relationships effectively to achieve goals/results
- & providing clear direction in devolving responsibility and accountability
- & providing constructive feedback to delegates
- & monitoring/proposing ways to improve team performance
- & researching, acquiring and using information appropriate to work responsibility
- & working effectively with team members who have diverse work styles, aspirations, cultures and perspectives
- & using effective consultative processes
- & encouraging teams to openly propose, discuss and resolve issues
- & treating people open and fairly
- & supporting team to share knowledge and skills
- & promoting available learning methods to support team
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to participate in, lead and facilitate work teams.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job and may need to be assessed over a period of time.

MANAGE WORKPLACE

BSXFMI506A

INFORMATION

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Identify and source information needs

The information needs of individuals/teams is determined and the sources are identified

Information held by the organisation is reviewed to determine suitability and accessibility

Plans are prepared to obtain information which is not available/accessible within the organisation

Collect, analyse and report information

Collection of information is timely and relevant to the needs of individuals/teams

Information is in a format suitable for analysis, interpretation and dissemination

Information is analysed to identify and report relevant trends and developments in terms of the needs for which it was acquired

Use management information

Management information systems are used effectively to store and retrieve data for decision making

Technology available in the work area/organisation is used to manage information efficiently and effectively

Recommendations for improving the information system are submitted to designated persons/groups

Prepare business plans/budgets

Individuals/teams are involved in business plan/budget preparation in a way which uses their contribution effectively and gains their support for the outcomes

Business plans/budgets are prepared and presented in accordance with the organisation's guidelines and requirements

Contingency plans are prepared in the event that alternative action is required

Prepare resource proposals	<p>Resource planning data is collected in consultation with colleagues, including those who have a specialist role in resource management</p> <p>Estimates of resource needs and utilisation reflect the organisation's business plans, and customer and supplier requirements</p> <p>Proposals to secure resources are supported by clearly presented submissions describing realistic options, benefits, costs and outcomes</p>
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge

- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement and processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

Work is conducted using legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

Resources may include:

- & people
- & power/energy
- & information
- & finance
- & time
- & buildings/facilities
- & equipment
- & technology

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & analysing and interpreting data

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & managing work effectively to achieve goals and results
- & researching, acquiring and using information appropriate to work responsibility
- & making decisions within responsibility and authority in a diverse and complex workplace
- & monitoring/improving ways to manage information
- & explaining basic financial concepts in business plans/budgets
- & preparing financial information within standard format
- & preparing resource proposals within budget constraints
- & explaining methods to gain efficiencies in resource management
- & preparing and negotiating recommendations to improve the organisation's information systems
- & ensuring that legislative requirements are met in resource plans
- & promoting available learning methods to assist colleagues
- & using effective consultative processes
- & communicating with colleagues who have specialist responsibilities in financial and resource management
- & preparing and negotiating recommendations to improve information systems
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to manage workplace information in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job.

MANAGE QUALITY

BSXFMI507A

CUSTOMER SERVICE

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Plan to meet internal and external customer requirements

The needs of customers are researched, understood and assessed, and included in the planning process
Provision is made in plans to achieve the quality, time and cost specifications agreed with customers

Ensure deliver of quality products/services

Products/services are delivered to customer specifications within the team's/organisation's business plan
Individual/team performance consistently meets quality, safety, resource and delivery standards
Coaching and mentoring assists colleagues overcome difficulty in meeting customer service standards

Monitor, adjust and report customer service

The organisation's systems and technology are used to monitor progress in achieving product/service targets and standards
Customer feedback is sought and used to improve the provision of products/services
Resources are used effectively and efficiently to provide quality products/services to customers
Decisions to overcome problems with products/services are taken in consultation with designated individuals/groups
Adjustments are made to products/services, and those who have a role in their planning and delivery are informed of changes
Records, reports and recommendations are managed within the organisation's systems and processes

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge
- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

Resources may include:

- & people
- & information
- & buildings/facilities
- & equipment
- & power/energy
- & finance
- & time
- & technology

Customers may be:

- & internal or external
- & drawn from existing or new sources

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & ensuring that products and services are delivered and maintained to standards agreed by the organisation and the customer in accordance with the organisation's policies and practices and with legislation, conventions and codes of practice.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & managing work effectively to achieve goals and results
- & managing products/services within budget constraints
- & making decisions within responsibility and authority in a diverse and complex workplace
- & researching, acquiring and using information appropriate to work responsibility
- & monitoring/introducing ways to improve products/services
- & using effective consultative processes
- & ensuring that legislation and standards are met in providing customer service
- & developing and maintaining effective communication with customers
- & seeking customer feedback and acting on constructive advice
- & treating people openly and fairly
- & promoting available learning methods to enable colleagues to maintain current competence
- & preparing and negotiating recommendations to improve customer service
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to manage quality customer service in an entertainment event or venue or simulated situation.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job, off the job or in a combination of on and off the job.

IMPLEMENT AND MONITOR

BSXFMI509A

CONTINUOUS

IMPROVEMENT SYSTEMS

AND PROCESSES

ELEMENT OF COMPETENCY

Implement continuous improvement systems and processes

Monitor, adjust and report performance

Consolidate opportunities for further improvement

PERFORMANCE CRITERIA

Team members are actively encouraged and supported to participate in decision-making processes and to assume responsibility and authority

The organisation's continuous improvement processes are communicated to individuals/teams

Mentoring and coaching support ensures that individuals/teams are able to implement the organisation's continuous improvement processes

The organisation's systems and technology are used to monitor progress and to identify ways in which planning and operations could be improved

Customer service is strengthened through the use of continuous improvement techniques and processes

Plans are adjusted and communicated to those who have a role in their development and implementation

Individuals/teams are informed of savings and productivity improvements in achieving the business plan

Work performance is documented and the information is used to identify opportunities for further improvement

Records, reports and recommendations for improvement are managed within the organisation's systems and processes

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge
- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

Resources may include:

- & people
- & information
- & buildings/facilities
- & equipment
- & power/energy
- & finance
- & time
- & technology

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & taking a lead role in influencing the ongoing development of the organisation.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & managing work effectively to achieve goals and results
- & developing a workplace culture which supports continuous improvement
- & researching, acquiring and using information appropriate to work responsibility
- & providing leadership to colleagues in the implementation of continuous improvement processes
- & monitoring/introducing ways to improve performance
- & encouraging ideas and feedback to improve processes
- & preparing and negotiating recommendations to improve the continuous improvement processes
- & gaining the commitment of individuals/teams to continuous improvement principles and practices
- & developing ways of individuals/teams implementing continuous improvement processes
- & using effective consultative processes
- & promoting available learning methods
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to implement and monitor continuous improvement systems in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job. Assessment may need to occur over a period of time.

FACILITATE AND CAPITALISE ON CHANGE AND INNOVATION

BSXFM1510A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Participate in planning the introduction of change

The manager contributes effectively in the organisation's planning processes to introduce change

Plans to introduce change are made in consultation with designated individuals/groups

The organisation's objectives and plans to introduce change are explained clearly to individuals/teams

Develop creative and flexible approaches and solutions

Alternative approaches to managing workplace issues and problems are identified and analysed

Risks are assessed and action is taken to achieve a recognised benefit or advantage to the organisation

The workplace is managed in a way which promotes the development of innovative approaches and outcomes

Creative and responsive approaches to resource management improves productivity and/or reduces costs in a competitive environment

Manage emerging and challenges and opportunities

Individuals/teams respond effectively and efficiently to changes in the organisation's goals, plans and priorities.

Coaching and mentoring assists individuals/teams to develop competencies to handle change efficiently and effectively

The manager uses opportunities within their responsibility and authority to make adjustments to respond to the changing needs of customers and the organisation

Individuals/teams are kept informed of progress in the implementation of change

Recommendations for improving the methods/techniques to manage change are negotiated with designated persons/groups

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge
- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

They use legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

Resources may include:

- & people
- & information
- & buildings/facilities
- & equipment
- & power/energy
- & finance
- & time
- & technology

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & taking an active role in fostering change and acting as a catalyst in the implementation of change and innovation
- & taking a creative role in ensuring that individuals, the team and the organisation gain from change and that the customer benefits through improved products and services

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & managing work effectively to achieve goals and results
- & explaining the organisation's methods to introduce change
- & researching, acquiring and using information appropriate to work responsibility
- & identifying opportunities to introduce change in a diverse/complex workplace
- & responding promptly to new situations by developing appropriate strategies and plans
- & drawing on the diversity of the workplace to assist the organisation to benefit from change
- & monitoring trends in the external environment to develop and maintain a competitive edge
- & using management style(s) which facilitate change
- & monitoring/introducing practice to improve performance
- & establishing with team appropriate change management processes
- & using effective consultation processes
- & seeking feedback and acting on constructive advice
- & promoting available learning methods to support colleagues
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to facilitate and capitalise on change and innovation in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job. Assessment may need to occur over a period of time.

CONTRIBUTE TO THE **BSXFMI511A** **DEVELOPMENT OF A** **WORKPLACE** **LEARNING ENVIRONMENT**

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Create learning opportunities	<p>Workplace environments which facilitate learning are developed and supported.</p> <p>Learning plans are developed as an integral part of individual/team performance plans</p> <p>Learning plans reflect the diversity of needs and learning opportunities</p> <p>Individual/team access to, and participation in, learning opportunities is facilitated</p> <p>Negotiation with training and development specialists results in the planning and provision of learning which enhances individual, team, and organisational performance</p>
Facilitate and promote learning	<p>Workplace activities are used as opportunities for learning</p> <p>Coaching and mentoring contributes effectively to the development of workplace knowledge, skills and attitudes</p> <p>The benefits of learning are shared with others in the team/organisation</p> <p>Workplace achievement is recognised by timely and appropriate recognition, feedback and rewards</p>
Monitor and improve learning effectiveness	<p>Performance of individuals/teams is monitored to determine the type and extent of additional work-based support</p> <p>Feedback from individuals/teams is used to identify and introduce improvements in future learning arrangements</p> <p>Adjustments negotiated with training and development specialists results in improvements to the efficiency and effectiveness of learning</p>

Records and reports of competency are documented and maintained within the organisation's systems and procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

A person working at this level will normally be engaged in a workplace context in which they:

- & are autonomous, working under broad guidance
- & may supervise others
- & may guide teams
- & may have responsibility for planning and managing the work of others
- & will be involved in self-directed application of knowledge
- & have substantial depth of knowledge in some area and a range of skills for work tasks, roles and functions
- & operate in varied or highly specific contexts
- & use competencies independently for routine and non-routine purposes
- & use judgement for self and others in planning and using resources, services and processes to achieve outcomes within time constraints

A person working at this level will normally operate in diverse and complex workplace environments in which they use the organisation's:

- & goals, objectives, plans, systems
- & quality and continuous improvement and processes
- & processes and standards
- & business and performance plans
- & resources, which may be subject to negotiation
- & ethical standards

Work is conducted using legislation, codes and national standards relevant to the workplace.

A range of learning opportunities may be used, for example:

- & mentoring
- & action learning
- & coaching
- & shadowing
- & exchange/rotation
- & structured training programs

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & encouraging and supporting the development of a learning organisation where work and learning are integrated.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & promoting a learning culture in a diverse and complex workplace
- & managing work effectively to achieve goals and results
- & explaining basic principles of adult learning
- & developing links between work and learning

- & using coaching and mentoring to assist knowledge/skill formation
- & monitoring/introducing ways for people to develop knowledge and skills
- & facilitating opportunities for learning
- & encouraging colleagues to share their knowledge and skills
- & creating opportunities for individuals/teams to learn from workplace performance
- & negotiating with training and development specialists individual/team learning needs
- & providing the opportunity for off-the-job learning to be applied in workplace
- & promoting available learning methods to support colleagues
- & using information management systems
- & selecting and using available technology appropriate to the task
- & using the key competencies to achieve results

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to contribute to the development of a workplace learning environment in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job and may need to be assessed over a period of time.

RESPOND POSITIVELY TO CUEFOH1A PATRONS

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Greet patrons

Patrons are greeted in a polite and welcoming manner and in accordance with organisation procedures

Where appropriate, regular patrons are recognised and greeted accordingly

Patrons requiring special assistance are handled with care and consideration in accordance with organisation procedures

Provide information and advice to patrons

Requests for information are responded to politely and appropriate information is communicated accurately, clearly and concisely

Requests for information are relayed to other appropriate personnel as required

Any change to schedule/program/venue and the reason for the variation is communicated clearly and politely, cooperation of patrons is sought in the implementation of any change and patrons concerns are addressed as required

Patrons are informed of organisation's products and services on request

Respond to patrons' complaints

Patron's complaints or concerns are responded to promptly, calmly and courteously

Nature of the complaint is established and clarified with patron as required

Dissatisfied patrons are responded to in accordance with organisation procedures or initiative is exercised as required

Complaints are documented and referred to relevant personnel as required

Appropriate action is taken to remedy the situation and prevent the risk of recurrence as necessary

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Patrons may include those from a range of cultural customs/backgrounds/protocols/etiquette.

Patrons with special needs may include:

- & people with disabilities
- & first-time patrons
- & aged or children/school groups
- & infants
- & VIPs
- & groups

Patrons with special needs may require:

- & wheelchair access
- & hearing assistance
- & translation assistance

Appropriate personnel may include:

- & reception
- & box office
- & ushers
- & food/beverage counter staff
- & supervisor
- & management
- & police
- & security personnel

Requests for information may include:

- & opening hours
- & pricing
- & enquiries
- & session start/finish times
- & directions both within and outside the venue
- & seating arrangements
- & group-booking information
- & facilities
- & special-access requirements e.g. wheelchair access
- & changes to schedules/venues/programs
- & details of shows/performances/events
- & the range of products and services available

Organisation's services and products may include:

- & performances/seasons/next show/sessions
- & retail/merchandising
- & catering
- & publications
- & lost property
- & ticketing services

Oral communications tasks may include:

- & responding to patrons' requests for directions, event duration, venue geography, emergency help or help from other appropriate personnel
- & providing information accurately in plain English with sensitivity to the needs of people from a range of cultural and linguistic backgrounds and people with intellectual or physical disabilities
- & verbally conveying information on changes to schedules, programs, venues
- & providing information about services and products.
- & asking questions to gain accurate information and clarify ambiguities
- & accurately receiving and passing on requests and instructions
- & rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood
- & providing accurate, concise summaries of information in brief verbal reports
- & negotiating outcomes where points of view differ
- & recognising and responding to the requests, questions and statements of patrons disquieted or annoyed by changes to program, schedule, cast or venue

Material to be read may include:

- & written changes to schedules, programs, venues
- & information about services and products
- & organisational policies and procedures
- & notices, correspondence and other written instructions

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & understanding of communication and customer service and its importance in an entertainment context
- & displaying a positive and pleasant attitude
- & understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)
- & knowledge of cultural diversity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Apply organisation and industry knowledge
- & Work with others
- & Follow health, safety and security procedures

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & organisational procedures relating to customer service
- & knowledge of the organisation's products and services
- & communicating effectively including active listening and questioning techniques and non verbal communication
- & responding effectively to a range of different customer service situations
- & understanding of the requirements of patrons with special needs
- & dealing with conflict
- & cultural sensitivity
- & giving and following instructions
- & communicating effectively with people from diverse cultural backgrounds
- & dealing with and rectifying cross cultural miscommunication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using:

- & relevant organisation procedures
- & access to a range of patrons with a range of requirements
- & access to an entertainment event or venue and simulated situation

This unit of competency should be assessed through access to a range of patrons, presenting with a range of requirements in an entertainment event or venue or simulated situation.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or in a simulated situation. Assessment may need to occur on more than one occasion in order to ensure consistency in performance.

SELL

PRODUCTS/SERVICES

CUEFOH2A

TO PATRONS

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Sell products/services to patrons	<p>Patrons are greeted according to organisational procedures</p> <p>Appropriate product/service is prepared/provided in response to patron's request</p> <p>Equipment is operated as required according to organisational procedures</p> <p>Hygiene procedures are followed in preparing products as required</p> <p>Products/services are sold at the correct price as determined by the organisation</p> <p>Correct change or documentation for credit card charge and/or receipts are given to patrons as required</p> <p>Enquiries/requests from patrons are handled in accordance with organisational procedures and referred to appropriate personnel as required</p> <p>Lost property is handled according to organisational procedures as required</p> <p>Cleaning/tidying is undertaken as required</p>
Manage cash and sales	<p>Cash register is turned on and staff ID entered into system if required</p> <p>Sales equipment is checked to ensure that it is in working order and faults are fixed or reported to the appropriate personnel as required</p> <p>Float is counted to ensure that it tallies with stated amount and is placed as appropriate in cash register</p> <p>Cash register is operated according to organisational procedures</p> <p>Total price of items and change is calculated without the use</p>

of a cash register where required

Reconcile sales returns	Till is balanced according to organisational procedures Reconciliation slip is completed as required All cash and documentation is given to the appropriate personnel
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Patrons may include:

- & patrons from different cultural backgrounds
- & patrons with special needs

Products/services may include:

- & consumables (hot and cold food and drink including alcoholic beverages)
- & tickets
- & programs
- & merchandise
- & cloakroom
- & lost property
- & taxi-booking service
- & valet car parking
- & binocular hire

Equipment may include:

- & coffee maker
- & popcorn maker
- & frozen Coke machine
- & ice-cream machine
- & drinks machine

Hygiene procedures may include:

- & Federal, State, local or organisational health and safety procedures regarding the handling of consumables
- & organisation procedures

Customers may pay for products/services by cash, cheque, EFTPOS or credit card, money orders, travellers cheques, vouchers or coupons.

Appropriate personnel may include:

- & supervisor
- & front-of-house manager
- & other management

Organisational requirements/procedures may cover:

- & billing
- & credit
- & cancellations
- & amendments
- & refunds
- & cheques
- & credit cards
- & EFTPOS
- & cash
- & vouchers

Operating a cash register according to organisational procedures may involve:

- & straight sales
- & multiple items
- & refunds
- & voucher and coupon sales
- & voiding sales
- & issuing receipts
- & calculating change
- & processing discounts
- & completing credit transactions
- & using fast-track banking terminal
- & changing the register roll

Balancing the till may include:

- & adding up all register sales
- & adding up all cash
- & credit slips and vouchers
- & subtracting the float amount from total money received
- & comparing revenue to sales, filling in reconciliation slip, handing reconciliation slip along with all cash, vouchers and credit slips to the relevant person

Oral communications tasks include:

- & responding to instructions
- & speaking clearly to be understood, and listening carefully to understand
- & asking questions to gain information, clarify ambiguities and adequately understand requirements
- & asking the right questions to elicit patrons' special needs
- & rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood
- & empathising with the patron's situation while upholding venue or hirer policy
- & accurately receiving and passing on requests and instructions
- & accurate, concise summarising of information in brief verbal reports to other personnel (such as reporting a fault)
- & responding to requests for directions, venue geography, emergency help or help from other appropriate personnel
- & providing information about services and products

Material to be read may include:

- & product lists, price lists, product tags, supplier information
- & information about the venue and products and services available
- & credit forms
- & vouchers and coupons
- & on-screen instructions and prompts
- & equipment manuals
- & organisational policies and procedures

Material to be written may include:

- & information on products for sale
- & memos about faulty equipment
- & credit forms
- & vouchers and coupons
- & reconciliation sheet
- & memos about patrons' special needs
- & short reports or memos about complaints and inquiries
- & short reports of memos about errors or discrepancies in the till.

Numeracy tasks include:

- & calculating prices of products / services
- & counting money
- & calculating correct change
- & balancing of till, involving calculation of total revenue and reconciliation to monies received

Demonstration of cultural awareness may include:

- & arranging for special seating or attendance requirements of particular cultural groups (such as separating men and women, separating different nationalities)
- & dealing with patrons who have not attended a venue before, and who are unfamiliar with venue customs
- & listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities
- & rephrasing statements, speaking clearly and using plain English, so as to be understood by patrons for whom English is not their first language
- & demonstrating awareness of special needs of people with disabilities
- & communicating effectively with a range of patrons

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & providing products/services to patrons quickly and efficiently
- & displaying a positive and pleasant attitude
- & responding effectively to a range of different customer service situations
- & understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)
- & understanding of communication and customer service and its importance in an entertainment context
- & communicating effectively with people from a diverse range of backgrounds
- & demonstrating cultural sensitivity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Respond positively to patrons
- & Apply industry and organisation knowledge
- & Manage own work and learning
- & Work with others

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of organisation's range of products and services
- & knowledge of prices of organisation's products and services
- & knowledge of laws controlling the sale of alcohol and tobacco
- & knowledge of hygiene procedures (organisation and/or legislative requirements)
- & processing credit card/EFTPOS transactions using appropriate equipment
- & cash handling procedures
- & using cash registers
- & operating front of house/refreshment counter equipment - food and drink machines
- & knowledge of effective communication techniques including listening and questioning techniques and non-verbal communication

- & working as part of a team
- & performing simple mathematical calculations and financial transactions
- & handling potential conflict situations
- & following instructions
- & applying problem-solving and negotiation techniques
- & accurately relaying requests and information

RESOURCE IMPLICATIONS

This unit of competency should be assessed in an entertainment event or venue or simulated situation using a range of products/services, organisational procedures and equipment as identified in the Range of Variables.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or in a simulated situation or in a combination of on and off the job. Assessment should preferably occur on more than one occasion to assure consistency of performance

OPERATE BOX OFFICE

CUEFOH3A

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Provide information to patrons	<p>Familiarisation with all aspects of the sale occurs</p> <p>Information is provided to patrons as requested</p> <p>Recommendations are offered to patrons for alternative or future events where appropriate</p> <p>Requirements of patrons with special needs are considered as appropriate</p> <p>Any problems are dealt with as required and/or referred to the appropriate personnel</p>
Sell and issue tickets	<p>Checking ensures that required equipment and materials are available and operational before opening ticketing sales</p> <p>Type of ticket required by the patron is accurately identified</p> <p>Patron booking information is sought and recorded as required</p> <p>Tickets/receipts are issued in accordance with customer requirements and ticketing system</p> <p>Payment arrangements are confirmed</p> <p>Relevant organisational procedures are followed during selling and issuing of tickets</p>
Manage float	<p>Float is made up to meet estimated selling requirements and maintained to ensure adequate cash is available to provide change for patrons</p> <p>Float is made up and cash is handled according to organisational procedures</p> <p>Correct change or documentation for credit card charge is given to patrons</p> <p>Tickets and cash/receipts are balanced in accordance with established ticketing and cash handling purposes</p> <p>Float is presented to the appropriate personnel for checking and security purposes</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Familiarisation with all aspects of the sale may include:

- & seating configuration/plan of the house
- & seats for sales
- & box plan
- & commencement times
- & length of event
- & number of seats available
- & type of event
- & cost of tickets
- & viewing restrictions

Information to be provided to patrons may include:

- & event content
- & event times
- & locations
- & prices
- & discounts and concessions

- & seating options and availability
- & viewing restrictions
- & non-event information e.g. car parking

Patrons with special needs may include:

- & people with disabilities
- & aged or children/school groups
- & infants
- & VIPs
- & groups

Patrons with special needs may require:

- & wheelchair access
- & hearing assistance
- & translation assistance

Booking information may include the patron's name and address, number of tickets required, the date and time of events, seat preferences, concession information, special needs, credit card details.

Selling and issuing tickets may take place over the counter/face to face, via telephone, via fax or modem, via mail, via the internet, via other technology

Tickets may also be sold by a ticketing agency.

Required equipment and materials may include:

- & computer hardware
- & computer software
- & credit card transaction machine
- & credit card sales documentation
- & point of sales selling documentation

Tickets may be issued manually or through a ticketing software system.

Ticketing software systems may include:

- & Bocs
- & Ticketmaster
- & Select
- & Globe
- & Softix

Tickets may be:

- & pre-paid
- & full price
- & discounted
- & concession
- & free
- & group bookings

Payments may be received by:

- & cash
- & credit card
- & cheques
- & vouchers
- & EFTPOS
- & money orders

Organisational procedures may include those relating to:

- & billing
- & credit
- & cancellations
- & exchanges/amendments
- & refunds

Appropriate personnel may include:

- & supervisor
- & front-of-house manager
- & management
- & other front-of-house staff

Oral communications tasks may include:

- & speaking clearly to be understood, and listening carefully to understand
- & receiving booking information from the patron.
- & asking questions to gain information, clarify ambiguities and adequately understand patron requirements in the minimum time required to courteously and accurately complete a transaction
- & asking the right questions to elicit special needs
- & explaining venue layout, seating options and venue or hirer seating policy
- & rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood
- & empathising with the patron's situation while upholding venue or hirer policy (as in the case of refund requests)
- & providing accurate, concise summaries of information in brief verbal reports
- & stating opinions and points of view in a cooperative, constructive manner
- & negotiating outcomes where points of view differ.
- & dealing with potential conflict situations

Material to be read and interpreted may include:

- & on-screen instructions and prompts
- & seating plan
- & production information file
- & refund policy and procedure
- & cash register operating procedures
- & equipment manuals
- & written changes to schedules, programs, venues
- & information about services and products

- & other organisational policies and procedures
- & parts of hiring agreement relevant to box office
- & specifications for seating
- & performance sales report
- & information about future events at the venue

Material to be written may include:

- & notes and workbook entries of things observed, activities undertaken
- & changes to venue, schedule, program
- & memos about patrons' special needs
- & seating advice
- & short reports, memos
- & sales summaries
- & short notes to patrons about future events.

Numeracy tasks may include:

- & calculating ticket prices
- & counting money
- & calculation of tickets sold in different categories of seating, often in response to immediate demands from promoters
- & calculating ticket refunds.

Cultural awareness may include:

- & facilitating special seating or attendance requirements of other cultures (such as separating men and women, separating different nationalities)
- & dealing with patrons who have not attended a venue before, not dealt with a box office and who are unfamiliar with venue customs
- & listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities
- & rephrasing statements, speaking clearly and using plain English, so as to be understood by patrons for whom English is not their first language
- & responding to special needs of people with disabilities

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & communicating effectively with customers within the range of situations required for the job role
- & responding effectively to a range of different customer service situations
- & understanding of communication and customer service and its importance in an entertainment context
- & knowledge of cultural diversity and ability to deal with and rectify cross cultural miscommunication

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Manage front-of-house
- & Work in a socially diverse environment

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of the organisation and its products/services
- & knowledge of all aspects of sales appropriate to the job role as specified in the Range of Variables
- & operating relevant equipment and materials appropriate to the job role as specified in the Range of Variables
- & greeting patrons according to organisational procedures
- & communicating effectively including active listening, questioning and non-verbal communication
- & using booking systems appropriate to the job role
- & using telephone systems and handling telephone enquiries
- & cultural sensitivity
- & solving problems
- & accurately relaying requests and information
- & communicating effectively with people from diverse cultural backgrounds

RESOURCE IMPLICATIONS

This unit of competency should be assessed in an entertainment event or venue or simulated situation using a range of equipment, materials, ticketing systems, tickets and organisational procedures as identified in the Range of Variables.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or in a simulated situation or in a combination of on and off the job. Assessment may need to occur on more than one occasion in order to ensure consistency in performance.

USHER PATRONS CUEFOH4A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Check and process tickets

Patrons are met and greeted in a manner that achieves and maintains customer satisfaction

Tickets/passes are checked for accuracy and validity, processed in accordance with organisational procedures and appropriate action is taken as problems arise

Information is provided to patrons as required

Seat patrons

Patrons are encouraged to enter the appropriate location in accordance with public announcements

Queues are dealt with efficiently and quickly

Crowd movement is monitored and action to disperse bottlenecks is taken

Patrons receive instructions on seat location or are guided to seats as appropriate

Any seating problems are dealt with according to organisational procedures

Patrons with special needs are identified and seated at the most appropriate time for the comfort and convenience of all parties

Latecomers are dealt with tactfully according to organisational procedures

Enquiries and/or complaints are dealt with in an informative, accurate and polite manner and referred to the appropriate personnel as required

Carry out other duties

The closing of venue doors is carried out as required

Lost property is handled according to organisational procedures

Cleaning/tidying of venue is undertaken as required

Emergency evacuation procedures are followed in the event of an emergency

Patrons are assisted in vacating the venue at the end of the performance/event as required

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1

RANGE OF VARIABLES

The following variables may apply:

Information provided to patrons may include:

- & cloakroom arrangements
- & correct venue entrance
- & asking questions to gain information and clarify ambiguities
- & refunds to other appropriate personnel

Tickets may be collected or not according to organisation's procedures.

Patrons may include those from a range of cultural customs/backgrounds/protocols/etiquette.

Special access requirements may include:

- & wheelchair access
- & hearing assistance
- & translation assistance

Appropriate personnel may include:

- & front-of-house manger
- & management
- & other front-of-house staff

Material to be read includes:

- & tickets and passes

Material to be written includes:

- & short reports or memos about complaints and inquiries

Numeracy tasks may include:

- & counting tickets and ticket stubs

Oral communications tasks which include:

- & listening to instructions
- & speaking clearly to be understood, and listening carefully to understand
- & asking questions to gain information and clarify ambiguities
- & empathising with the patron's situation while upholding venue or hirer policy
- & accurately receiving and passing on requests and instructions
- & accurate, concise summarising of information in brief verbal reports
- & stating opinions and points of view in a cooperative, constructive manner
- & instructing or negotiating to move incorrectly seated patrons, often in the dark

Cultural awareness may include:

- & dealing with patrons who have not attended a venue before, and who are unfamiliar with venue customs
- & listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities
- & rephrasing statements, or speaking slowly and clearly and using a limited vocabulary, so as to be understood by patrons for whom English is not their first language
- & awareness of special needs of people with disabilities
- & dealing with anger or intimidation

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & understanding of the importance of maintaining a high standard of personal presentation (e.g. in wearing of uniforms and personal grooming)
- & displaying a positive and pleasant attitude
- & ushering patrons quickly and efficiently to meet performance/event schedules
- & communicating effectively within the range of situations required for the job role
- & understanding of communication and customer service and its importance in an entertainment context
- & dealing effectively with cultural diversity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Apply organisation and industry knowledge
- & Follow health, safety and security procedures
- & Respond positively to patrons
- & Work with others

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of organisational procedures
- & knowledge of layout of venue including location of exits, seating layout, other facilities
- & first aid procedures
- & knowledge of and ability to apply emergency evacuation procedures
- & understanding of the requirements of patrons with special needs
- & communicating effectively including active listening, questioning and non verbal communication
- & dealing with conflict
- & work cooperatively as part of a team
- & knowledge of cultural diversity and ability to demonstrate cultural sensitivity and respond to special needs
- & giving and receiving spoken and/or written instructions

RESOURCE IMPLICATIONS

This unit of competency should be assessed through access to a range of patrons, in a range of circumstances in an entertainment event or venue or simulated situation.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a simulated situation. Assessment may be required on more than one occasion in order to ensure consistency in performance

PROVIDE SECURITY SERVICES

CUEFOH5A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Provide security services

Entry points to venue are controlled

Queues are controlled firmly and courteously

Identification and access authorisation is checked and authorised personnel only are given access to restricted areas

Access to the auditorium is restricted until clearance procedures are implemented as required

Emergency and safety procedures are implemented as required

Patrons are observed and monitored and any irregularities are handled or referred to the appropriate personnel

Protection of performers and/or patrons, crew and other personnel is considered and responded to as required

Communication and other security equipment is used in accordance with organisational procedures as required

Control and respond to potentially disruptive behaviour

Potentially disruptive elements are identified and reported to the appropriate personnel as required

Search procedures are implemented in accordance with organisational procedures

Confiscated goods are dealt with appropriately

Level of nuisance is assessed in accordance with organisational procedures and support is gained from the appropriate personnel as required

Appropriate action is taken to diffuse a threatening situation

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Communicating ideas and information	1
Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Entry points may include:

- & public entrance
- & stage door
- & fire exits

Items to be confiscated may include:

- & cameras
- & recording devices e.g. cassette/video recorders
- & umbrellas
- & drinks
- & food
- & telecommunication equipment e.g. mobile phones, pagers
- & dangerous or illegal items e.g. drugs, weapons, other items that are potential weapons

Irregularities may include:

- & stealing
- & possession of illegal substances
- & aggressive behaviour

Emergency and safety situations may include:

- & failure of heating/cooling systems
- & fire
- & natural disasters
- & bomb threats
- & power cuts
- & danger to venue/buildings
- & illness or death of patron/client
- & accidents

Emergency and safety procedures may include:

- & administering first aid
- & calling fire service
- & calling police or security service
- & calling ambulance or medical assistance
- & calling other emergency services

Security equipment may include:

- & computer access systems
- & surveillance video
- & smoke and fire detectors
- & hazard warning system
- & clocks
- & keys
- & barriers and gates
- & emergency codes and contact numbers within venue and to contracted security company
- & telephones
- & radios and pagers

Appropriate personnel may include:

- & front-of-house manager
- & venue management
- & other security staff
- & medical personnel
- & crowd control staff
- & police

Material to be read and interpreted may include:

- & instructions about which personnel have access to which areas
- & event information sheet
- & documentation on badge and tag identification systems
- & site plans, building plans
- & clearance procedures
- & memos or notices about security and threats to security
- & emergency evacuation procedures
- & standing and immediate instructions about security, including personal searching and the handling of confiscated items
- & tickets, passes and invitations
- & organisational policies and procedures

Material to be written may include:

- & short reports about matters with legal or organisational implications (such as occupational health and safety matters, incident reports)

Numeracy tasks may include:

- & counting patrons entering the venue, or a restricted area

Oral communications tasks may include:

- & responding to patrons' or others' reasons for requesting access
- & giving information about why access is denied to particular areas
- & giving directions to other areas of the venue, use of two way radio requiring special skills such as use of special language, and quick and succinct expression
- & liaising with other workers via radio or other means, and coordinating actions, to control the flow of patrons inside or outside the venue
- & providing accurate and useful answers to questions
- & listening to instructions
- & issuing instructions in such a way as to elicit the cooperation of others to carry them out
- & issuing clear, firm and non negotiable instructions in the case of emergencies
- & speaking clearly to be understood, and listening carefully to understand

- & asking questions to gain information, clarify ambiguities and adequately understand requirements
- & asking the right questions to elicit special needs
- & communicating directly with nominated people (such as performers) only as absolutely necessary and according to appropriate protocols
- & rephrasing and repeating back questions, requests and statements to confirm they have been correctly understood
- & empathising with the patron's situation while upholding venue or hirer policy (as in the case of denying access to restricted areas)
- & dealing with patrons and others with patience and courtesy

Cultural awareness may include:

- & dealing with patrons who have not attended a venue before, and who are unfamiliar with venue customs
- & listening accurately to information, requests and instructions spoken with accents, or by people with intellectual disabilities
- & rephrasing statements, or speaking slowly and clearly and using plain English, so as to be understood by patrons for whom English is not their first language
- & awareness of special needs of people with disabilities
- & communicating effectively with patrons when faced with a potential conflict situation
- & awareness of cultural differences that may give rise to threatening situations (such as differences between nationalities or ethnic groupings within nationalities)
- & knowing how body language and touch is interpreted by other cultures common in the patronage.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & communicating effectively within the range of situations required for the job role
- & consistently applying effective conflict resolution techniques
- & responding quickly and calmly to unexpected events
- & dealing with cross-cultural miscommunication

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Follow health, safety and security procedures
- & Apply organisation and industry knowledge
- & Respond positively to patrons
- & Work with others

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of organisational security procedures
- & relevant organisational and legislative occupational health and safety requirements
- & first aid procedures
- & knowledge of contacting emergency services
- & layout of venue including fire and safety exits
- & knowledge of effective communication techniques including active listening, questioning and non verbal communication
- & cultural sensitivity

RESOURCE IMPLICATIONS

This unit of competency should be assessed through access to a range of patrons and in a range of circumstances as identified in the Range of Variables.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job. Assessment may be required on more than one occasion in order to ensure consistency in performance.

MANAGE FRONT OF HOUSE

CUEFOH6A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare venue for patrons

Liaison with the appropriate personnel ensures that venue is adequately prepared for patrons in accordance with organisational procedures

Venue is opened as required

Manage front of house

Checking ensures that all staff are present

Appropriate action is taken as required if staff have not arrived for work

Staff are briefed according to organisational procedures prior to opening of venue and debriefed as required at the end of the event

Public announcements are made as required

All enquiries and complaints are handled informatively and politely and referred to the appropriate personnel if required

Venue is checked to ensure that it is in appropriate condition for patrons

Emergency procedures are activated as required

Venue is closed as required at end of event according to organisational procedures

Undertake administrative procedures

Rosters are prepared as required and distributed to the appropriate personnel

Staff time cards are checked and validated as required

Incident reports are written, distributed to the appropriate personnel and filed according to organisational procedures

Relevant information is distributed to staff as required

Undertake stock control	<p>Inventories are maintained to ensure that all stock required for front-of-house operations is listed</p> <p>Ordering of stock is undertaken as required in accordance with organisational procedures</p> <p>Staff are instructed to carry out stocktake according to organisational procedures</p> <p>Staff are instructed to ensure that wastage and out of date stock is recorded, expiry dates noted and stock is rotated accordingly</p> <p>Staff are instructed to ensure that display and shelved stock is rotated on a first in, first out basis</p> <p>Stock is monitored to ensure that popular and unpopular selling items are identified and the appropriate action is taken</p>
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Preparation of venue may include:

- & setting up/preparing cloakroom
- & food and drink bars
- & setting up promotional displays
- & checking that venue is clean and tidy
- & cleaning and tidying venue or instructing other staff to clean and tidy venue

Staff briefing may include:

- & details of event
- & fire drills
- & house policies
- & any information required

Appropriate action may include:

- & organising temporary cover either through an agency or from existing casual or full-time staff
- & dividing tasks between staff
- & doing work oneself

Relevant information may include:

- & information about products and services available
- & the venue
- & organisational policies and procedures
- & seating arrangements
- & forthcoming events
- & special needs of particular patrons
- & equipment manuals
- & attendance records

Appropriate personnel may include:

- & management
- & front-of-house staff
- & box-office staff

Stock may include:

- & tickets
- & programs
- & vouchers
- & promotional material
- & food and drink
- & alcohol
- & office supplies

Information required by other personnel may include:

- & information about products and services available, the venue, organisational policies and procedures, seating arrangements, forthcoming events, special needs of particular patrons (or groups of patrons)
- & equipment manuals
- & attendance records

Material to be read and interpreted may include:

- & all material that is required to be read by other workers reporting to the front-of-house administrator
- & written requests for equipment from venue hirer
- & contracts and other written methods of ordering goods and services
- & merchandising display requirements
- & attendance records and rosters
- & merchandise stock lists
- & seating plan and other specifications for seating
- & organisational policies and procedures

Material to be written may include:

- & simple correspondence on behalf of the organisation
- & short reports or memos to other personnel, including instructions to technical staff
- & short reports about matters with legal implications (such as occupational health and safety matters, incident reports)
- & short reports and correspondence in relation to patron enquiries
- & orders and other written methods of ordering goods and services
- & organisational procedures
- & seating advice
- & stock inventories

Numeracy tasks may include:

- & calculation of hours of attendance and related timekeeping calculations
- & basic counting relating to stocktakes

Oral communication tasks may include:

- & briefing staff and responding to feedback constructively
- & providing accurate and useful answers to questions
- & giving and receiving instruction
- & telephone liaison
- & speaking clearly to be understood, and listening carefully to understand
- & asking questions to gain information and clarify ambiguities
- & asking the right questions to elicit special needs
- & rephrasing and feeding back questions, requests and statements to confirm they have been correctly understood
- & empathising with the patron's situation while upholding venue or hirer policy
- & accurate, concise summarising of information in brief verbal reports
- & negotiating outcomes where points of view differ

Cultural awareness may include:

- & understanding of barriers that may prevent staff participation in training and non-mandatory work-related activities
- & understanding of what constitutes reasonable expectations of staff
- & understanding the expectations of other personnel, including venue hirers

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & supervising staff
- & managing work to achieve goals and results
- & resolving conflict
- & knowledge of cultural diversity

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Operate box office
- & Roster staff
- & Implement health, safety and security procedures

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of organisational procedures
- & maintaining contact details for staff
- & rostering staff
- & negotiating with suppliers regarding supply of stock
- & knowledge of and ability to apply emergency evacuation procedures
- & maintaining a safe workplace
- & communicating effectively including active listening, questioning, and non verbal communication
- & delegating tasks
- & responding quickly and calmly to unexpected events
- & inventory and stock control procedures
- & writing reports
- & demonstrating cultural awareness

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to manage front-of-house for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job.

DEVELOP A BUDGET

CUEFIN1A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Plan for a budget

Activity for which budget is being developed is confirmed with the appropriate personnel

Assistance in preparing funding submissions or prospectuses is given as required

Data required for budget preparation is correctly identified, accessed and analysed

Budget parameters are determined with estimates based on research, consultation and negotiation with the appropriate personnel and the event/venue's objectives

Relevant colleagues are provided with the opportunity to contribute to the budget planning process

Develop and prepare budget

Budget is drafted based on analysis of all available information and in accordance with organisation policy

Income and expenditure estimates are clearly identified and supported by valid, reliable and relevant information

Any funding sources are clearly identified

Recommendations for budget approval are presented clearly, concisely and in an appropriate format

Draft budget is circulated for comment to the appropriate personnel and modifications are agreed and incorporated as required

Final budget is negotiated in accordance with organisational procedures and policies

Final budget is provided to the appropriate personnel within an agreed timeframe

Appropriate personnel are informed of the budget and its application to the area in which they work, expenditure limits, financial management and reporting responsibilities

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	1
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

This unit of competency applies to budgets that are prepared for full productions, events, projects or venue operations. Budgets may cover not-for-profit or commercial/profit-based activities, but competency need not be demonstrated in both kinds of activity. Budgets will cover all aspects of the activity or organisation.

Appropriate personnel include:

- & artistic director
- & designers
- & heads of departments or sections

Budget parameters vary according to the nature of an event or production. For an ongoing subsidised production, a “macro” budget is frequently prepared and firmed up as a season progresses. Budgets will generally show a deficit which is covered by the subsidy. Government funding may include venture capital/investment, guarantee against loss, direct subsidy, project, triennial.

For a commercial production, a prospectus may be prepared and budget parameters determined accordingly. Budgets (particularly for large-scale activities) may be amortised across a number of events or locations around the country.

A prospectus will seek to raise funds in the market-place and include details of the proposed event or production, general areas of expenditure, targets on income generation, names of some performers and the scale of the activity.

Decisions on budget parameters and their application to individual components of a production will apply primarily to a new production.

Venue/event objectives for budgets may include:

- & break-even points and estimates of required house sizes for subsidised theatre
- & profit margins for commercial theatre

Estimates of revenue include:

- & ticket sales
- & program sales
- & consumable sales
- & merchandise
- & sponsorship

Accountability guidelines may be those of another organisation of which the organisation forms a part, such as:

- & Federal government
- & State government
- & local council.
- & international funds
- & investors
- & shareholders
- & sponsors (cash or in-kind)
- & donations

Budgets may be prepared using:

- & paper pro forma sheet
- & computer spreadsheet software programs

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & understanding of the technical budget preparation process and accounting procedures that must be followed
- & preparing a realistic and accurate budget within the relevant workplace context

CONCURRENT ASSESSMENT

This unit of competency may be assessed concurrently with the following unit of competency:

- & Manage a budget

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & accounting principles and practices in specific relation to budget preparation
- & budget preparation techniques
- & knowing where or how to get information, and how to ask questions of each area of the venue or activity to properly identify costs, particularly major cost items
- & negotiating skills in specific relation to budgetary planning
- & producing reports, submissions, budgets and associated documentation

RESOURCE IMPLICATIONS

Resource requirements include:

- & details of event for which budget is being developed
- & other relevant data
- & computer spreadsheet software program or paper pro forma sheet

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.

MANAGE A BUDGET

CUEFIN2A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Allocate funds

Funds are allocated according to the budget and agreed priorities

All appropriate personnel are kept fully informed of budgetary decisions

Colleagues are made aware of the importance of budget control

Records of resource allocation are accurately detailed in accordance with organisation control systems

Monitor and control expenditure

Actual income and expenditure is checked against budgets at regular intervals

Income and expenditure reports are prepared and presented in the required format to the appropriate personnel

Deviations from the budget and the reasons for deviation are identified and the appropriate action taken

Appropriate personnel are advised of budget status

Complete financial reports

All required financial and statistical reports are completed accurately within designated timelines

Recommendations regarding future financial planning are made as appropriate

Reports are clear, concise and checked for accuracy

Reports are promptly forwarded to the appropriate personnel

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

This unit of competency applies to full productions, events, projects or venue operations. Budgets may cover not-for-profit or commercial/profit based activities. Budget management applies to all aspects of the activity or organisation.

Records may include those relating to the production, finance, purchasing, contracts and tenders, staff, salaries, technology and equipment.

Resources include all financial resources such as:

- & cash
- & cheques
- & grants
- & bank accounts
- & investments.

Resources may also include physical resources such as:

- & premises owned, rented or borrowed
- & technical equipment, e.g. sets, tools, machinery, sound, lighting and audiovisual components
- & office machinery
- & equipment production items, e.g. costumes, wigs, make-up
- & motor vehicles owned, rented or borrowed
- & contras

Budgets may be prepared using:

- & paper pro forma sheet
- & computer spreadsheet software programs

Financial reports may include:

- & profit and loss statements
- & balance sheets
- & cash flow reporting

Financial reports may be prepared for and/or by:

- & managers, e.g. production manager
- & department heads
- & financial controller / consultant
- & boards, committees, advisory bodies
- & investors
- & funding bodies and sponsors

Authority for expenditure is exercised within agreed financial limits.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & monitoring income and expenditure in accordance with the budget and to identify ways of improving budget performance
- & knowledge of basic budget principles and accounting/auditing/
- & legislative/reporting requirements

CONCURRENT ASSESSMENT

This unit of competency may be assessed concurrently with the following unit of competency:

- & Develop a budget.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge and understanding of budgets including different types of budget, how a budget is structured and how to interpret a budget
- & areas of financial responsibility
- & organisation or project's procedures for budgeting and financial reporting/management
- & lines of communication and reporting within the organisation and key contacts
- & knowledge of internal and external auditing requirements
- & working with others, including accountant or financial adviser
- & accessing and using information systems
- & producing, interpreting and analysing financial reports
- & knowledge of legislative requirements with regard to disbursement of funds and record keeping

RESOURCE IMPLICATIONS

Competency in this unit should be assessed using:

- & all the relevant resources required to manage a budget for an entertainment event or venue

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job, in a simulated situation or in a combination of on and off the job. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit.

MANAGE FINANCIAL

THHGLE15A

OPERATIONS

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Develop approaches to financial management

The scope of financial management requirements is assessed

The need for specialist accounting assistance is identified and organised

Approaches to financial management are developed based on overall direction and goals of the enterprise

Financial management systems and procedures are developed in accordance with enterprise need

Develop and monitor financial procedures and systems

The importance of financial objectives, management controls and systems are fully explained to all staff

Procedures and systems are developed to meet all statutory requirements and internal control requirements

Procedures and systems are developed for monitoring income and ensuring payment of accounts

Compliance with procedures and systems is regularly checked

The flow of financial information within the organisation is monitored in terms of currency, accuracy and relevance

Financial management systems are regularly reviewed and adjustments made in accordance with enterprise need

Prepare and monitor accounts

Original entry systems are supervised to maintain accuracy and currency

The general ledger is supervised and adjusted in accordance with accepted accounting practices

Reports on current financial position are accurately generated

Income and expenditure statements are accurately prepared

Funds statements/statements of cash flow are accurately prepared

Making pricing decisions	<p>Pricing decisions are made based on current and accurate financial and marketplace data</p> <p>Fixed, variable and semi-variable costs are accurately identified</p> <p>Cost - volume - profit analysis is correctly performed and interpreted taking account of the limitation of this process</p> <p>Profit margins are accurately calculated in accordance with organisation policy</p>
Monitor financial performance	<p>Budgets are monitored against performance targets on a regular basis</p> <p>Corrective budgets are negotiated as appropriate</p> <p>Profit and loss statements are accurately prepared and interpreted</p> <p>Financial ratio analysis is correctly conducted and information used to assist in financial planning</p> <p>Remedial action is taken where appropriate</p> <p>Feedback on positive performance is communicated to appropriate personnel</p>
Forecast financial needs of specific projects	<p>Financial requirements and projections for special projects are forecast effectively to include consideration of the following factors:</p> <ul style="list-style-type: none"> & cash flow implications & availability of short and long-term sources of funds & market feasibility of the project & assessment of income and expenditure in the light of project timing & accurate research on costing details & level of financial risk involved & cost benefit analysis & required level of profit from the project & impact of the project on overall organisation & financial position & industry environment and competitive factors <p>Specialist assistance is sought where necessary</p>

Prepare financial proposals for specific projects	<p>Financial proposals are prepared to include:</p> <ul style="list-style-type: none"> & overview of the project and objectives & the purpose and amount of finance required & the proposed structure of the project operation & the operational and marketing plan & projected financial performance & management experience & level of risk involved <p>Financial proposals are presented in a clear, concise and professional format</p> <p>Appropriate communication techniques are used to explain the details of financial proposals</p> <p>Meetings to discuss financial proposals are conducted in a professional and businesslike manner</p>
Prepare financial reports	<p>Financial reports are prepared accurately and to schedule according to enterprise and statutory requirements</p> <p>Specialist advice is sought on reporting requirements</p> <p>Accurate and concise reports are prepared</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Financial operations may be for:

- & an organisation
- & a department within an organisation

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & understanding the total financial management process within a business
- & integrating the financial management activities of a business with overall business operations
- & knowledge of financial control, reporting and monitoring systems.

CONCURRENT AND PRE-REQUISITE ASSESSMENT

The following units of competency should be assessed prior to assessment of this unit:

- & Develop a budget
- & Manage a budget

This unit may be assessed concurrently with the following unit of competency:

- & Obtain sponsorship

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & general knowledge of legislative requirements to be met by all enterprises
- & knowledge of specific financial regulations and requirements appropriate to industry sector
- & taxation issues
- & overview of economic issues which affect financial performance
- & overview of computerised accounting packages available in the market-place.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

OBTAIN SPONSORSHIP

CUEFIN3A

ELEMENT OF COMPETENCY

Determine financial requirements of activity

PERFORMANCE CRITERIA

Familiarisation occurs with activity for which sponsorship is being sought

Financial requirements, including estimates of income and expenditure, for the activity are identified through consultation with the appropriate personnel

Based on financial requirements of activity and estimated income and expenditure, fundraising targets are set

Areas of possible financial support are identified

Previous methods of securing finance are assessed for relevance to the activity

Obtain sponsorship

List of potential sponsors is developed and sponsorship proposals are prepared and presented to sponsors as required

Sponsorship proposals are presented in clear, concise and professional way

Proposals are followed up with sponsors as required

Meetings to discuss proposals are conducted in a professional and business-like manner

Service sponsors

Nature, extent of sponsorship, and benefits to the sponsor are agreed to the satisfaction of both the sponsor and the activity/organisation

Agreements with sponsor are carried out as required

Following activity, sponsor is thanked for support and any materials are returned

Documentation is maintained as required throughout the process

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	3

RANGE OF VARIABLES

The following variables may apply:

Appropriate personnel may include:

- & director
- & production manager
- & general manager
- & head of department
- & other stakeholders

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

Sponsorship proposals may include:

- & overview of activity and objectives
- & purpose and amount of finance required
- & benefits to sponsors
- & different types of sponsorship arrangements

Presentation of proposals to sponsors will include face to face and written presentations.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & developing clear, concise and professional sponsorship proposals including appropriate information as outlined in the Range of Variables
- & communicating effectively within the range of situations required for the job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Manage financial operations

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of key contacts in commerce and/or government
- & knowledge of arts policy and planning issues
- & relevant funding guidelines and reporting requirements
- & contracts and agreements and how to interpret them
- & short, medium, and long term organisational objectives
- & potential sponsors, financial sources, corporate/public/private support
- & the specific project, especially in terms of its benefit to sponsors and the community
- & effective fundraising methods

- & representing and developing the organisation
- & establishing and building relationships
- & high level and negotiation and advocacy
- & analysing market research
- & preparing, or overseeing the preparation of, realistic and detailed budgets that meet the requirements of funding bodies and sponsors
- & creatively targeting interest, enthusiasm and support for projects
- & producing reports, submissions, and associated documentation
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to obtain sponsorship for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or through a combination of on and off the job.

MANAGE PAYROLL RECORDS THHGFA05A

This unit deals with the skills and knowledge required to manage payroll records for employee salaries and statutory record-keeping purposes.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare payroll data

Gross pay is accurately calculated from information contained in nominated industrial awards and government legislation

Statutory and voluntary deductions are accurately calculated from relevant documentation

Payment due to individual employees is calculated, or data reverted to payroll processor for calculation within designated timelines

Details of pay identifying gross and net amounts are correctly prepared for presentation to individual employees

Process payment of salaries

Salaries and wages are prepared and issued within designated timelines

Records are kept and maintained for taxation and auditing purposes

Designated security procedures are followed at all times to ensure confidentiality and security of information

Salary, wage and related enquiries are dealt with promptly and courteously

Records are kept for the period as determined by government legislation

Administer PAYE salary records

Employee group certificate amounts are prepared and balanced from salary records

Declaration forms for new and existing employees are completed in accordance with Australian Taxation Office (ATO) requirements

Payments to government authorities are prepared and dispatched within the timelines designated by the authority

Group tax amounts are calculated and/or transcribed and payments made in accordance with ATO procedures

Periodic deductions are forwarded to nominated creditors within

designated timelines

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
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	1

RANGE OF VARIABLES

This unit applies to all tourism and hospitality sectors.

Recording mechanisms/systems may be manual or automated.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE:

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & accurately calculating pay, produce accurate pay advice slips and maintain PAYE records in accordance with enterprise and government requirements
- & general knowledge of payroll procedures.

UNDERPINNING SKILLS AND KNOWLEDGE:

To demonstrate competence, evidence of skills and knowledge in the following areas is required:

- & Australian Taxation Office requirements for PAYE records and payments
- & knowledge of appropriate industrial awards for calculating pay.

METHOD AND CONTEXT OF ASSESSMENT:

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

PROVIDE MENTORING

THHGLE21

SUPPORT

This unit deals with the skills and knowledge required to act as a business mentor to other individuals in the industry. To achieve competence in this unit, significant workplace experience would generally be required.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Establishing a relationship with mentoree

Effective communication styles are used to develop trust, confidence and rapport

Agreements are made on how the relationship will be conducted including:

- & the amount of time involved for both parties
- & confidentiality of information
- & scope of issues to be covered

Expectations and goals are discussed and clarified

Offer mentoring support

The mentoree is assisted to identify and evaluate options to achieve agreed goals

Personal experiences and knowledge are shared with the mentoree to assist in progress towards agreed goals

The mentoree is encouraged to make decisions and take responsibility for the courses of action/solutions under consideration

Supportive advice and assistance is provided in a manner which allows the mentoree to retain responsibility for achievement of their own goals

Changes in the mentoring relationship are recognised and openly discussed

Adjustments to the relationship take account of the needs of both mentor and mentoree

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Mentors and mentorees may work within the same or different organisations.

The mentoring process may apply to any area of business/professional endeavour.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & using knowledge and experience to assist another individual to achieve their agreed goals
- & applying effective communication styles
- & understanding of the role and benefits of mentoring in business

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & an understanding of mentoring, its role and potential benefits
- & communication in relation to listening, questioning and non verbal communication
- & knowledge and experience of the area of business in which the mentoree operates.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

MANAGE WORKPLACE THHGLE10 RELATIONS

This unit deals with the skills and knowledge required to manage workplace relations, from an industrial relations perspective. It focuses on the skills needed by all managers.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Build workplace relations

Employees are provided with accurate and impartial information on industrial matters likely to affect them

Workplace changes or issues which may cause industrial unrest are identified

Potential causes of industrial unrest in external environments are identified

Conditions of employment are created in accordance with relevant legislation and industrial awards/agreements

Mechanisms for consulting with staff and to facilitate two way communications are implemented

Consultative structures for the identification and resolution of grievances are established

Establish and implement formal industrial procedures

Procedures are developed in consultation with relevant parties in relation to:

& counselling

& disciplining staff

& grievances

& dispute resolution

Procedures are communicated to all appropriate staff

Agreed processes are used and monitored and appropriate adjustments made in consultation with relevant parties

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Relevant parties should include unions and employer groups as appropriate to the industry sector.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & knowledge of industrial relations issues and regulations as they apply to particular sectors
- & interpreting industrial awards and agreements
- & developing procedures to handle industrial issues in the workplace.

CONCURRENT ASSESSMENT

This unit of competency may be assessed concurrently with any relevant management competency.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & an overview of the Australian and relevant State/Territory industrial relations systems
- & the role of unions in the entertainment industry
- & the role of employer groups in the entertainment industry
- & provisions under relevant awards
- & procedures for workplace agreements
- & formal counselling and industrial dispute resolution procedures.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a combination of on and off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

ROSTER STAFF THHGLE05A

This unit deals with the skills and knowledge required to develop staff rosters. Rostering staff may be carried out by dedicated specialist staff, operational supervisors or managers.

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Develop and implement staff rosters	<p>Rosters are developed in accordance with award provisions and enterprise agreements</p> <p>Rosters take account of the need to maximise operational efficiency and customer service levels while minimising wages costs</p> <p>Rosters are designed to meet requirements of wages budgets wherever possible</p> <p>Duties are combined to ensure effective use of staff</p> <p>Rosters are developed, based on consideration of most effective appropriate mix of staff and skills base available</p> <p>Rosters are finalised and communicated to appropriate colleagues within designated timelines</p>
Maintain staff records	<p>Time sheets are completed accurately and within designated timelines</p> <p>Staff records are accurately updated and maintained in accordance with enterprise procedures</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
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	1

RANGE OF VARIABLES

The following variables may apply:

Rostering may be for:

- & an individual department/a whole enterprise
- & a specific project

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & understanding of the factors that impact upon staff rostering
- & ability to prepare a staff roster within the framework of established operations, systems and procedures in a tourism/hospitality context within enterprise acceptable timeframes.

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with any relevant supervisory or management competency.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & various types of rosters
- & overview of software programs available for roster design
- & roster design
- & in-depth knowledge of area of operation
- & impacts of industrial relations and EEO issues on staff rostering.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or in a combination of on and off the job. Assessment should include practical demonstration either in the workplace or through a simulation. This should be supported by a range of methods to assess underpinning knowledge.

MONITOR STAFF PERFORMANCE THHGLE06A

This unit deals with the skills and knowledge required to monitor staff performance and includes skills in performance appraisal and counselling

ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Provide performance feedback to staff	<ul style="list-style-type: none">Colleagues are consulted about and informed on expected standards of performanceOngoing performance is monitored in the workplaceConfirming and corrective feedback is provided to colleagues on an ongoing basisColleagues receive guidance and support in the workplaceAchievements and outstanding performance are recognised and rewardedNeed for further coaching or training is identified and organised in accordance with organisation policies
Recognise and resolve performance problems	<ul style="list-style-type: none">Performance problems are promptly identified and investigatedFeedback and coaching are used to address performance problemsPossible solutions are discussed and agreed upon with the colleague in questionOutcomes are followed up in the workplaceWhere necessary, a formal counselling session is organised

Implement performance appraisal systems

Formal performance appraisals are implemented in accordance with organisation policy

Individual performance appraisals are conducted openly and fairly in accordance with organisation policy

Appraisal records are completed and filed in accordance with organisation policy and industrial requirements

Courses of action are agreed with colleagues and followed up in the workplace

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

This unit may apply to various supervisory and management staff in the entertainment industry.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & providing feedback in a supportive manner
- & conducting a formal performance appraisal in accordance with established policies and systems.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & performance appraisal techniques and systems
- & industrial relations and EEO issues which impact on staff performance monitoring
- & one-to-one coaching techniques.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on or in a combination of on and off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

RECRUIT AND SELECT STAFF

THHGLE07A

This unit deals with the skills and knowledge required to recruit and select staff within the framework of overall human resource plans. Recruiting and selecting staff may be carried out by dedicated specialist staff, operational supervisors or managers.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Identify recruitment needs

Recruitment needs are identified as appropriate
Colleagues are consulted in relation to staffing needs
Selection criteria are developed based on the particular need identified
Job descriptions are used where appropriate
Recruitment initiatives are approved in accordance with organisation policy

Administer recruitment

Advertisements for positions are created, approved and disseminated in accordance with organisation policy
Applications are processed in accordance with organisation policy
Applicants are informed of decisions and provided with other recruitment information within reasonable timeframes
Interviews and other selection processes are organised in accordance with organisation policy
Employment offers are made in accordance with organisation policy
Prospective employees are advised on details in accordance with organisation policy and industrial/legislative requirements
Documentation is processed and filed in accordance with organisation policy

Select staff	<p>Applications are reviewed against criteria</p> <p>Interviews and other selection procedures are conducted in accordance with organisation policy</p> <p>Applicants are treated courteously throughout the selection process</p> <p>Selection criteria are used as the basis for selection</p>
Plan and organise induction programs	<p>Induction programs are planned and organised to introduce new employees to the workplace</p> <p>Induction programs contain all appropriate practical information in accordance with organisation policy and industrial/legislative requirements</p> <p>Information on the culture of the organisation is included in induction programs</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Ways of identifying recruitment needs may include:

- & reading human resource and other organisation plans
- & consulting with colleagues monitoring service and efficiency levels
- & awareness of resource constraints, including time, budget and staff availability

Positions may be:

- & permanent
- & temporary
- & full-time
- & part-time
- & casual
- & freelance

Information used in position descriptions is derived from human resource plans and assessments of skill needs.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & establishing accurate selection criteria for recruitment, conduct fair and effective interviews and make selections based on agreed criteria
- & understanding of recruitment administration systems and the legal environment in which recruitment takes place

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & interviewing techniques
- & purpose and content of induction programs
- & relevant legislation in relation to recruitment and selection of staff:
 - & equal employment opportunity
 - & anti-discrimination
 - & award provisions or other enterprise agreement issues
 - & dismissal procedures

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job.

PLAN ASSESSMENT BSZ401A

This unit covers the requirements for planning an assessment in a specific context. The unit details the requirements for determining evidence requirements, selecting appropriate assessment methods and developing an assessment tool in a specific context.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Establish evidence required for a specific context

The context for the assessment is specified

The evidence required to infer competency from the industry/enterprise competency standards, or other standards of performance is established for a specified context

Relevant unit(s) of competency are read and interpreted accurately to identify the evidence required

Evidence requirements are specified:

- & to assure valid and reliable inferences of competency
- & to authenticate the performance of the person being assessed
- & to confirm that competency is current

Sufficient evidence is specified:

- & to assure valid inferences of competency
- & to show consistent achievement of the specified standards

Opportunities to consolidate evidence gathering activities are identified

The cost of gathering the required evidence is established

Establish suitable assessment method(s)

Assessment methods are selected which are appropriate for gathering the type and amount of evidence required

Allowable adjustments in the assessment method are proposed to cater for the characteristics of the person(s) being assessed

Develop assessment tools appropriate to a specific assessment context

An assessment tool is developed to gather valid, reliable, sufficient evidence for a specific assessment context

Language, literacy and numeracy issues are taken into consideration in the design of appropriate assessment tools :
the assessment tool is designed to mirror the language used to demonstrate the competency in a specific context

clear instructions (spoken or written) are prepared including any adjustments which may be made to address the characteristics of the person(s) being assessed

The assessment tool is checked to ensure flexible, fair, safe and cost-effective assessment to occur.

Prepare assessment procedure

Assessment tools and methods are trialed with an appropriate sample and feedback is obtained

Assessment methods and tools are evaluated in the trial for:

- & clear and comprehensible language and layout
- & reliability
- & validity
- & fairness
- & cost-effectiveness
- & ease of administration

Appropriate adjustments are made to improve the assessment method and tools in light of the trial.

Assessment procedures including evidence requirements, assessment methods and tools, is ratified with appropriate personnel in the industry/enterprise or training organisation

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	3
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Assessment system may be developed by:

- & the industry
- & the enterprise
- & the Registered Training Organisation
- & a combination of the above

The assessment system should specify the following:

- & the purpose of assessment
- & competencies required of assessors
- & record keeping procedures and policies
- & any allowable adjustments to the assessment method which may be made
- & the appeal/review mechanisms and procedures
- & the review and evaluation of the assessment process
- & the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression

- & relevant policies
- & quality assurance mechanisms
- & apportionment of costs/fees (if applicable)
- & marketing/promotion of assessment
- & verification arrangements
- & auspicing arrangements, if applicable
- & partnership arrangements, if applicable

Specific assessment context may be determined by:

- & purpose of the assessment such as:
 - & to gain a particular qualification or a licence
 - & to determine employee classification
 - & to identify training needs or progress
 - & to recognise prior learning/current competencies
- & location of the assessment such as:
 - & on the job or off the job
 - & combination of both
- & Assessment Guidelines of Training Package or other assessment requirements
- & features of assessment system

Characteristics of persons being assessed:

- & language, literacy and numeracy needs
- & cultural and language background
- & educational background or general knowledge
- & gender
- & physical ability
- & level of confidence, nervousness or anxiety
- & age
- & experience in training and assessment
- & previous experience with the topic
- & work organisation or roster

Appropriate personnel:

- & assessors
- & person(s) being assessed
- & employee/union representatives
- & consultative committees
- & users of assessment information such as training providers, employers, human resource departments
- & State/Territory Training/Recognition Authorities
- & training and assessment coordinators
- & relevant managers/supervisors team leaders
- & technical specialists

ASSESSMENT PROCEDURE

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- & the industry
- & the enterprise
- & the training organisation
- & a combination of the above

The assessment procedure should specify the following:

- & recording procedure
- & appeal/review mechanism
- & assessment methods to be used
- & instructions/materials to be provided to the person(s) being assessed
- & criteria for making decisions of competent, or not yet competent
- & number of assessors
- & assessment tools
- & evidence required
- & location of assessment
- & timing of assessment
- & assessment group size
- & allowable adjustments to the assessment procedure depending on the characteristics of the person being assessed

Assessment methods may include:

- & work samples and /or simulations
- & direct observation of performance, products, practical tasks, projects and simulation exercises
- & review of log books and portfolios
- & questioning
- & consideration of third party reports and authenticated prior achievements
- & written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- & specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- & specific instructions to be given in relation to the production projects and exercises
- & sets of verbal/written/computer-based questions to be asked
- & performance checklists
- & log books
- & marking guides
- & descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements

Assessment environment and resources to be considered:

- & time
- & location
- & personnel
- & finances/costs
- & equipment
- & materials
- & OHS requirements
- & enterprise/industry standard operating procedures

Allowable adjustments may include:

- & provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe)
- & use of adaptive technology or special equipment (e.g. word processor or lifting gear)
- & design of shorter assessment sessions to allow for fatigue or medication
- & use of large-print version of any papers

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Assessment requires evidence of the following products to be collected:

- & a description of:
 - & specific assessment context, including the purpose of assessment
 - & features of the assessment system
 - & characteristics of the person being assessed
 - & evidence of competency required
- & plan of opportunities for gathering the evidence required
- & assessment methods selected including any allowable adjustments to meet characteristics of person(s) being assessed
- & an assessment tool(s) for the specific assessment context which ensures valid, reliable, flexible and fair assessment including any allowable adjustments
- & an assessment procedure for the specific context

Assessment requires evidence of the following processes to be provided:

- & how the context of assessment was specified
- & how the characteristics of the person(s) being assessed were identified
- & why a particular assessment method was selected
- & how the assessment was planned to ensure that language, literacy and numeracy issues were taken into consideration
- & how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- & how the assessment tool was developed for the specified context.
- & how the assessment tool was validated and ratified by appropriate personnel.

CONCURRENT ASSESSMENT

This unit of competency may be assessed in conjunction with other units that form part of a job role.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of standards of performance including industry or enterprise competency standards and assessment guidelines
- & knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- & understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- & knowledge of the Assessment Guidelines of the Workplace Training and Assessment Training Package
- & skills in the application of various assessment methods, relevant to workplace context
- & planning of own work including predicting consequences and identifying improvements
- & language, literacy and numeracy skills required to:
 - & read and interpret relevant information to plan assessment
 - & give clear and precise information / instructions in spoken or written form
 - & adjust spoken and written language to suit target audience
 - & write assessment tools using language which mirrors the language used to demonstrate the competency in the specific context
 - & prepare required documentation using clear and comprehensible language and layout
 - & calculate and estimate costs
- & communication skills appropriate to the culture of the workplace and the individual(s)

RESOURCE IMPLICATIONS

- & access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- & access to person(s) wishing to be assessed, any relevant workplace equipment, information and appropriate personnel

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency 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 on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their area of technical expertise.

CONDUCT ASSESSMENT

BSZ402A

ELEMENT OF COMPETENCY

Identify and explain the context of assessment

PERFORMANCE CRITERIA

The context and purpose of assessment are discussed and confirmed with the person(s) being assessed

The relevant performance standards to be used in the assessment (e.g. current endorsed competency standards for the specific industry) are clearly explained to the person being assessed

Instructions are verified by person(s) being assessed

The assessment procedure is explained and agreed to by the person(s) being assessed

Any legal and ethical responsibilities associated with the assessment are explained to the person(s) being assessed

The needs of the person being assessed are determined to establish any allowable adjustments in the assessment procedure

Information is conveyed using language and interaction strategies / techniques (e.g. questioning, active listening and paraphrasing) to communicate effectively with the person(s) being assessed

Plan evidence gathering opportunities

Opportunities to gather evidence of competency, which occurs as part of workplace or training activities, are identified

The need to gather additional evidence which may not occur as part of the workplace or training activities are identified

Evidence gathering activities are planned and scheduled in accordance with the assessment procedure

Evidence gathering activities are planned to provide sufficient, reliable, valid and fair evidence of competency

The gathering of evidence covers the dimensions of competency:

- & task skills
- & task management skills
- & contingency management skills

- & job/role environment skills
- & transfer and application of skills and knowledge to new contexts

Organise assessment	<p>Agreement regarding assessment arrangements is obtained from the person(s) being assessed</p> <p>The resources specified in the assessment procedure are obtained and arranged</p> <p>Appropriate personnel are informed of the assessment</p> <p>The assessment environment is checked for safety and accessibility</p> <p>Spoken interactions, employ language and strategies / techniques to ensure the assessment arrangements are understood by all person(s) being assessed and appropriate personnel</p> <p>Any written documents are clear and comprehensible</p>
Gather evidence	<p>The person(s) being assessed are put at ease</p> <p>Verbal and non-verbal language is adjusted and strategies (e.g. paraphrasing, active listening, clarifying) are employed to promote a supportive assessment environment to gather evidence</p> <p>The evidence specified in the assessment procedure is gathered, using the assessment methods and tools</p> <p>Evidence is gathered in accordance with specified allowable adjustments where applicable</p> <p>The evidence gathered is documented in accordance with the assessment procedure</p>
Make the assessment decision	<p>The evidence is evaluated in terms of: validity</p> <ul style="list-style-type: none"> & authenticity & sufficiency & currency & consistent achievement of the specified standard <p>The evidence is evaluated according to the dimensions of competency:</p> <ul style="list-style-type: none"> & task skills & task management skills & contingency management skills & job/role environment skill & transfer and application of knowledge and skills to new contexts

Make the assessment decision	<p>Guidance is sought, when in doubt, from a more experienced assessor(s)</p> <p>The assessment decision is made in accordance with the criteria specified in the assessment procedure</p>
Record assessment results	<p>Assessment results are recorded accurately in accordance with the specified record-keeping requirements.</p> <p>Access to the assessment records is provided only to authorised personnel.</p> <p>Confidentiality of assessment outcome is maintained</p>
Provide feedback to persons being assessed	<p>The performance is discussed and confirmed with the person(s) being assessed</p> <p>Clear and constructive feedback is given to the person(s) being assessed using language and strategies to suit the person(s)</p> <p>Opportunities for overcoming any gaps in competency, as revealed by the assessment, are explored with the person(s) being assessed</p> <p>If appropriate, guidance on further goals/training opportunities is provided to the person(s) being assessed</p> <p>The person(s) being assessed are advised of available reassessment opportunities and/or review appeal mechanisms where the assessment decision is challenged</p> <p>Interactions employ the language of negotiation and conflict resolution</p>
Report on the conduct of the assessment	<p>Positive and negative features experienced in conducting the assessment are reported to those responsible for the assessment procedure</p> <p>Any assessment decision disputed by the person(s) being assessed is recorded and reported promptly to those responsible for the assessment procedure</p> <p>Suggestions for improving any aspect of the assessment process are made to appropriate personnel</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	3

RANGE OF VARIABLES

The following variables may apply:

Assessment system may be developed in:

- & the industry
- & the enterprise
- & the Registered Training Organisation
- & a combination of the above

The assessment system should specify the following:

- & the purpose of assessment
- & competencies required of assessors
- & record-keeping procedures and policies
- & any allowable adjustments to the assessment method which may be made
- & the appeal/review mechanisms and procedures
- & the review and evaluation of the assessment process
- & the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression

- & relevant policies
- & quality-assurance mechanisms
- & apportionment of costs/fees (if applicable)
- & marketing/promotion of assessment
- & verification arrangements
- & auspicing arrangements, if applicable
- & partnership arrangements, if applicable

Specific assessment context may be determined by:

- & purpose of the assessment such as
 - & to gain a particular qualification or a licence
 - & to determine employee classification
 - & to identify training needs or progress
 - & to recognise prior learning/current competencies
- & location of the assessment such as
 - & on the job or off the job
 - & combination of both
- & Assessment Guidelines of Training Package or other assessment requirements
- & features of assessment system

Characteristics of persons being assessed:

- & language, literacy and numeracy needs
- & cultural and language background
- & educational background or general knowledge
- & gender
- & physical ability
- & level of confidence, nervousness or anxiety
- & age
- & experience in training and assessment
- & previous experience with the topic
- & work organisation or roster

Appropriate personnel include:

- & assessors
- & person(s) being assessed
- & employee/union representatives
- & consultative committees
- & users of assessment information such as training providers, employers, human resource departments
- & State/Territory Training/Recognition Authorities
- & training and assessment coordinators
- & relevant managers/supervisors/team leaders
- & technical specialists

ASSESSMENT PROCEDURE

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- & the industry
- & the enterprise
- & the training organisation
- & a combination of the above

The assessment procedure should specify the following:

- & recording procedure
- & appeal/review mechanism
- & assessment methods to be used
- & instructions/materials to be provided to the person(s) being assessed
- & criteria for making decisions of competent, or not yet competent
- & number of assessors
- & assessment tools
- & evidence required
- & location of assessment
- & timing of assessment
- & assessment group size
- & allowable adjustments to the assessment procedure depending on the characteristics of the person(s) being assessed

Assessment methods may include

- & work samples and /or simulations
- & direct observation of performance, products, practical tasks, projects and simulation exercises
- & review of log books and portfolios
- & questioning
- & consideration of third party reports and authenticated prior achievements
- & written, oral or computer managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- & specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- & specific instructions to be given in relation to projects and exercises
- & sets of oral/written/computer based questions to be asked
- & performance checklists
- & log books
- & marking guides
- & descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Allowable adjustments may include:

- & provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe)
- & use of adaptive technology or special equipment (e.g. work processor or lifting gear)
- & design of shorter assessment sessions to allow for fatigue or medication
- & use of large-print version of any papers

Assessment environment and resources to be considered:

- & time
- & location
- & personnel
- & finances/costs
- & equipment
- & materials
- & OHS requirements
- & enterprise/industry standard operating procedures

Recording procedures:

- & recording procedures may include:
 - & forms designed for the specific assessment result (paper or electronic)
 - & checklists for recording observations/process used (paper or electronic)
 - & combination of the above

Assessment reporting:

- & final assessments will record the unit(s) of competency in terms of code, title and endorsement date
- & summative assessment reports, where issued, will indicate units of competency where additional learning is required

NB: Statutory and legislative requirements for maintaining records may vary in States/Territories

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Assessment requires evidence of the following products to be collected:

- & description of the assessment context, including the purpose of assessment,
- & the relevant competency or other performance standard and assessment procedure used
- & description of how evidence gathered is valid, authentic, sufficient, fair and reliable to ensure competency
- & conduct of assessment in accordance with competency requirements

- & recording of the assessment results in accordance with the specified assessment procedure and record keeping requirements
- & report on the conduct of the assessment, including positive and negative features and suggestions for improving any aspect of the assessment process.

Assessment requires evidence of the following processes to be provided:

- & how agreement was sought with the person(s) being assessed on the conduct of the assessment
- & how opportunities to gather evidence were identified as part of workplace or training activities
- & how evidence is gathered in accordance with the assessment procedure
- & how evidence gathering activity covered the dimensions of competency
- & how resources were arranged according to the assessment procedure
- & how appropriate personnel are consulted
- & how evidence was gathered in accordance with allowable adjustments to the assessment method where applicable
- & how evidence was evaluated in terms of validity, authenticity, sufficiency, currency and consistent achievement of the specified standard
- & how the assessment was conducted to ensure that :
 - & all arrangements and activities were understood by all parties
 - & the person was put at ease and the supportive assessment environment was created
 - & language, literacy and numeracy issues were taken into consideration
- & how constructive feedback was provided to the person(s) being assessed including instances of not yet competent
- & how guidance was provided to person(s) being assessed on how to overcome gaps in competency revealed.

CONCURRENT ASSESSMENT

This unit of competency may be assessed in conjunction with other units that form part of a job role.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge required in:

- & knowledge of workplace application of relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- & knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements relevant to the specified context
- & understanding of policies and procedures of the workplace and/or job role together with any related legislation or regulatory requirements
- & understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- & assessment guidelines of the Workplace Training and Assessment Training Package
- & planning of own work including predicting consequences and identifying improvements
- & skills in the application of various assessment methods/tools, relevant to workplace context
- & language, literacy and numeracy skills required to:
 - & give clear and precise instructions and information in spoken or written form
 - & seek confirmation of understanding from the person(s) being assessed
 - & adjust language to suit target audience
 - & prepare required documentation using clear and comprehensible language and layout
 - & ask probing questions and listen strategically to understand responses of the person being assessed
 - & seek additional information for clarification purposes
 - & use verbal and non-verbal language to promote a supportive assessment environment
 - & use language of negotiation and conflict resolution to minimise conflict
- & communication skills appropriate to the culture of the workplace and the individual(s)

RESOURCE IMPLICATIONS

- & access to relevant competencies, sources of information on assessment methods, assessment tools and assessment procedures
- & access to person(s) wishing to be assessed, relevant workplace equipment, information and appropriate personnel

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency 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 on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

REVIEW ASSESSMENT

BSZ403A

This unit covers requirements to review assessment procedures in a specific context.

ELEMENT OF COMPETENCY

Review the assessment procedure(s)

PERFORMANCE CRITERIA

Appropriate personnel are given the opportunity to review the assessment outcomes and procedure using the following criteria:

- & competencies achieved by the person(s) being assessed
- & difficulties encountered during the planning and conduct of the assessment
- & motivation of the person(s) being assessed
- & location and resource suitability
- & reliability, validity, fairness and flexibility of the assessment tool(s)
- & relevance of assessment to specified context
- & grievances/challenges to the assessment decision by the person(s) being assessed or their supervisor/manager/ employer
- & ease of administration
- & access and equity considerations
- & cost-effectiveness
- & practicability

The review process established by the enterprise, industry or registered training organisation is followed

The assessment procedure(s) are reviewed at a specified site in cooperation with person(s) being assessed, and any appropriate personnel in the industry/enterprise/training establishment and/or any agency identified under legislation

Review activities are documented, and evaluated and review findings are substantiated

Check consistency of assessment decision	<p>Evidence from a range of assessments is checked for consistency with the dimensions of competency:</p> <ul style="list-style-type: none"> & task skills & task management skills & contingency management skills & job/role environment skills & transfer and application of skills and knowledge to new contexts <p>Evidence is checked against the key competencies</p> <p>Records are evaluated to determine whether the needs of appropriate personnel have been met</p> <p>Consistency of assessment decisions with defined performance standards are reviewed and discrepancies and inconsistencies are noted</p> <p>Feedback procedures are reviewed</p>
Report review findings	<p>Recommendations are made to appropriate personnel for changes to the assessment procedure(s) in light of the review outcomes</p> <p>Effective contributions are made to system-wide reviews of the assessment process</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3

RANGE OF VARIABLES

The following variables may apply;

Assessment system may be developed by:

- & the industry
- & the enterprise
- & the Registered Training Organisation
- & a combination of the above
- & the assessment system should specify the following:
 - & the purpose of assessment
 - & competencies required of assessors
 - & record keeping procedures and policies
 - & any allowable adjustments to the assessment method which may be made for the person being assessed who have special needs
 - & the appeal/review mechanisms and procedures
 - & the review and evaluation of the assessment process
 - & the linkages between assessment and training qualifications/awards, employee classification, remuneration, progression
 - & relevant policies
 - & quality assurance mechanisms
 - & apportionment of costs/fees (if applicable)
 - & marketing/promotion of assessment
 - & verification arrangements
 - & auspicing arrangements, if applicable
 - & partnership arrangements, if applicable

Specific assessment context may be determined by:

- & purpose of the assessment such as
 - & to gain a particular qualification or a licence
 - & to determine employee classification
 - & to identify training needs or progress
 - & to recognise prior learning/current competencies
- & location of the assessment such as
 - & on the job or off the job
 - & combination of both

- & Assessment Guidelines of Training Package or other assessment requirements
- & features of assessment system

Criteria in review process should include:

- & number of persons being assessed
- & duration of the assessment procedure
- & organisational constraints within which assessors must operate
- & occupational health and safety factors
- & relationship of the assessor to other appropriate personnel in the assessment process
- & frequency of assessment procedure
- & budgetary restraints
- & information needs of government and other regulatory bodies
- & support needs and professional development needs of assessors
- & characteristics of persons being assessed
- & human resource management implications
- & consistency of assessment decisions
- & levels of flexibility in the assessment procedure
- & fairness of the assessment procedure
- & efficiency and effectiveness of the assessment procedure

Characteristics of persons being assessed:

- & language, literacy and numeracy needs
- & cultural and language background
- & educational background or general knowledge
- & gender
- & age
- & physical ability
- & previous experience with the topic
- & experience in training and assessment
- & level of confidence, nervousness or anxiety
- & work organisation or roster

Appropriate personnel include:

- & assessors
- & person(s) being assessed
- & employee/union representatives
- & consultative committees
- & users of assessment information such as training providers, employers, human resource departments
- & State/Territory Training/Recognition Authorities
- & training and assessment coordinators
- & relevant managers/supervisor/team leaders
- & technical specialists

ASSESSMENT PROCEDURE

The assessment procedure is developed (and endorsed) by person(s) responsible for the implementation of the assessment process in:

- & the industry
- & the enterprise
- & the training organisation
- & a combination of the above

The assessment procedure should specify the following:

- & recording procedure
- & appeal/review mechanism
- & assessment methods to be used
- & instructions/materials to be provided to the person(s) being assessed
- & criteria for making decisions of competent, or not yet competent
- & number of assessors
- & assessment tools
- & evidence required
- & location of assessment
- & timing of assessment
- & assessment group size
- & allowable adjustments to the assessment procedure depending on characteristics of person(s) being assessed

Assessment methods may include a combination of:

- & work samples and or simulations
- & direct observation of performance, products, practical tasks, projects and simulation exercises
- & review of log books and portfolios
- & questioning
- & consideration of third-party reports and authenticated prior achievements
- & written, oral or computer-managed questioning

These methods may be used in combination in order to provide sufficient evidence to make a judgement.

Assessment tools may include:

- & specific instructions to be given relating to the performance of practical tasks or processes or simulation exercises
- & specific instructions to be given in relations to the production projects and exercises
- & sets of oral/written/computer-based questions to be asked
- & performance checklists
- & log books
- & marking guides
- & descriptions of competent performance

A number of these tools may be used in combination in order to provide enough evidence to make judgements.

Allowable adjustments may include:

- & provision of personal support services (e.g. Auslan interpreter, reader, interpreter, attendant carer, scribe)
- & use of adaptive technology or special equipment (e.g. work processor or lifting gear)
- & design of shorter assessment sessions to allow for fatigue or medication
- & use of large-print version of any papers

Assessment environment and resources to be considered:

- & time
- & location
- & personnel

- & finances/costs
- & equipment
- & materials
- & OHS requirements
- & enterprise/industry standard operating procedures

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Assessment requires evidence of the following products to be collected:

- & documented process for the review of the assessment procedure(s)
- & a report on the review of the operations and outcomes of the assessment procedure(s) including substantiation of findings and any recommendations for modifications

Assessment requires evidence of the following processes to be provided:

- & how the review process for evaluating the assessments in the enterprise, industry or organisation was implemented
- & why particular review/evaluation methodologies were chosen
- & how cooperation and input from the person(s) assessed and appropriate personnel was sought as part of the review

CONCURRENT ASSESSMENT

This unit of competency may be assessed in conjunction with other units that form part of a job role.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge required in:

- & knowledge of the review process established by the industry, enterprise or training organisation
- & knowledge of evaluation methodologies relevant to the assessment context
- & relevant standards of performance including industry or enterprise competency standards and assessment guidelines
- & knowledge of legal and ethical responsibilities including occupational health and safety regulations and procedures, equal employment and anti-discrimination requirements
- & knowledge of relevant organisational policies and procedures of the workplace and/or job roll

- & understanding of the assessment principles of reliability, validity, fairness, flexibility, authenticity, sufficiency and consistency
- & skills in the application of various assessment methods/tools in a relevant workplace context
- & planning own work including predicting consequences and identifying improvements
- & language, literacy and numeracy skills required to:
 - & read and interpret review procedures
 - & participate in discussions and listen strategically to evaluate information critically
 - & gather, select and organise findings from a number of sources
 - & document findings in summary form, graphs or tables
 - & present findings in a short report to relevant personnel
 - & make recommendations based on findings
 - & determine cost effectiveness
- & communication skills appropriate to the culture of the workplace and the individual(s)

RESOURCE IMPLICATIONS

Access to relevant competencies, sources of information on assessment methods, assessment tools, assessment procedures and assessment review mechanisms.

Access to assessment decisions, relevant workplace equipment, appropriate personnel.

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency 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 may occur on the job or in a simulated workplace. The candidate assessor should use competencies relevant to their technical expertise.

T RAIN SMALL GROUPS

BSZ404A

This unit covers the requirement for planning, delivering and reviewing training provided for the purposes of develop competency on a one-to-one or small group basis.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Prepare for training

Specific needs for training are identified and confirmed through consultation with appropriate personnel

Training objectives are matched to identified competency development needs

Training approaches are planned and documented

Deliver training

Training is conducted in a safe and accessible environment

Training delivery methods are selected appropriate to training participant(s) needs, trainer availability, location and resources

Strategies and techniques are employed which facilitate the learning process

Objectives of the training, sequence of activities and assessment processes are discussed with training participants(s)

A systematic approach is taken to training and the approach is revised and modified to meet specific needs of training participant(s)

Provide opportunities for practice

Practice opportunities are provided to ensure that the participant achieves the components of competency

Various methods for encouraging learning are implemented to provide diverse approaches to meet the individual needs of participants

Review training	<p>Participants are encouraged to self-evaluate performance and identify areas for improvement</p> <p>Participants readiness for assessment is monitored and assistance provided in the collection of evidence of satisfactory performance</p> <p>Training is evaluated in the context of self-assessment, participant feedback, supervisor comments and measurements against objectives</p> <p>Training details are recorded according to enterprise and legislative requirements</p> <p>Results of evaluation are used to guide further training</p>
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KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

Relevant information to identify training needs includes:

- & industry/enterprise or other performance competency standards
- & endorsed components of relevant industry training package
- & industry/workplace training practices
- & job descriptions
- & results of training needs analyses
- & business plans of the organisation which identify skill development requirements
- & standard operating and/or other workplace procedures

Appropriate personnel may include:

- & team leaders/supervisors/technical experts
- & managers/employers
- & training and assessment coordinators
- & training participants
- & representative government regulatory bodies
- & union/employee representatives
- & consultative committees
- & assessors

Training delivery methods and opportunities for practice may include:

- & presentations
- & demonstrations
- & explanations
- & problem solving
- & mentoring
- & experiential learning
- & group work
- & on-the-job coaching
- & job rotation
- & a combination of the above

Components of competency include:

- & task skills
- & task management skills
- & contingency management skills
- & job/role environment skills
- & transfer and application of skills and knowledge of new contents

Characteristics of training participant may include information in relation to:

- & language, literacy and numeracy needs
- & cultural, language and educational background
- & educational background or general knowledge
- & gender
- & physical ability
- & level of confidence, nervousness or anxiety
- & age
- & previous experience with the topic
- & experience in training and assessment

Training sessions may include:

- & one-to-one demonstration
- & small group demonstration (2 to 5 persons)

Resources may include:

- & time
- & location
- & personnel
- & materials and equipment
- & OHS and other workplace requirements
- & enterprise/industry standard operation procedures
- & finances/costs

Strategies and techniques may include:

- & active listening
- & target questioning
- & points of clarification
- & group discussions

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Assessment requires evidence of the following products to be collected:

- & description of specific training need and required competency outcomes
- & outline of the training approach and steps to be followed
- & description of training participant(s) and delivery method(s) to be used
- & specific resources required
- & outline of the evidence to be collected for monitoring training participant progress
- & trainer's self assessment of training delivery
- & participant evaluation of training delivery
- & evaluation of review comments against plan of training
- & records/documentation for monitoring progress of training participant(s)

Evidence may be collected using pro formas or templates

Assessment requires evidence of the following processes to be provided:

- & how the specific training need was determined
- & how the sequence of the training was determined
- & how appropriate personnel were identified
- & why particular delivery method(s) were selected
- & how the characteristics of training participant(s) were identified
- & how the resource requirements were established
- & how participant progress was monitored
- & why and how the training resources were selected
- & how appropriate personnel confirmed training arrangements
- & how participants were informed of
 - & intended training outcomes
 - & competencies to be achieved
 - & on and/or off the job practice opportunities
 - & benefits of practices
 - & learning activities and tasks
 - & assessment tasks and requirements

- & how constructive feedback was provided to training participant about progress toward competency to be acquired
- & how training participant readiness for assessment was determined and confirmed
- & how records were maintained to ensure confidentiality, accuracy and security

Evidence may be provided verbally or in written form

CONCURRENT ASSESSMENT

This unit of competency may be assessed in conjunction with other units that form part of a job role.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & competency in the units being taught
- & workplace application of the relevant competencies
- & identification of evidence of competency
- & planning of own work including predicting of consequences and identifying improvements
- & application of relevant workplace policies (e.g. OHS and EEO) and any relevant legislative or regulatory requirements
- & correct use of equipment, and any other processes and procedures appropriate for the training
- & language, literacy and numeracy required skills:
 - & conduct discussions and ask probing questions to review the training
 - & gather information (in spoken or written form) for review purposes
 - & make verbal recommendations for delivery of future training
 - & adjust language to suit target audience (training participant/appropriate personnel)
 - & complete records on training
 - & provide verbal feedback and report on training outcomes
 - & follow and model examples of written texts
 - & promote training in verbal or written form
- & communication skills appropriate to the culture of the workplace, appropriate personnel and training participants.

RESOURCE IMPLICATIONS

Access to records system for training, information, and training participants and supervisory staff (where appropriate).

METHOD AND CONTEXT OF ASSESSMENT

This unit of competency needs to be assessed over a period of time and in a range of contexts, and on multiple occasions, involving a combination of direct, indirect and supplementary forms of evidence.

Assessment may occur on the job or in a simulated workplace. Candidate workplace trainers should use competencies relevant to their area of technical expertise.

ASSIST WITH MARKETING

CUEMAR1A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Assist with marketing

Purpose, objectives and required outcomes of market research are identified in accordance with the appropriate personnel

Individual's role and responsibilities are identified and clarified with appropriate personnel

Information is sought from a range of appropriate sources in sufficient depth to serve the intended purpose

Data collected is interpreted for reporting and presented to the appropriate personnel

Issues arising from the research and requiring further action are identified and reported to the appropriate personnel

Documentation and records are prepared and filed in accordance with organisational procedures

Promote the organisation

The organisation's identity is presented accurately and confidently to relevant individuals and organisations

Contact with outsiders is professional and promotes the organisation in the wider community

Records are kept of news reports, public engagements, meetings and community contact

Industry events are attended as appropriate

Prepare and distribute promotional material

Assistance is provided in preparing promotional material as required

Promotional material is distributed to the relevant individuals/organisations

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Research assistance provided may include research regarding:

- & consumers, e.g. consumer profiles
- & products/services, e.g. attitudes towards existing products/services
- & pricing, e.g. attitudes towards pricing
- & place, e.g. attitudes towards location(s)
- & promotion, e.g. testing and comparing different media options
- & competitors, e.g. identifying key competitors

Appropriate personnel may include:

- & head of department
- & supervisor
- & other personnel within the organisation

Promotional material may include:

- & media releases
- & advertisements
- & flyers
- & posters

Relevant individuals/organisations may include:

- & internal and external stakeholders
- & the press
- & community groups
- & clubs and societies
- & significant individuals.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & knowledge of sources of research data
- & analysing and interpreting data

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of research techniques and methodology
- & summarising information
- & drawing conclusions
- & writing reports/correspondence according to organisational procedures
- & knowledge of and ability to apply effective communication techniques including listening, questioning and non verbal communication
- & promotion strategies
- & developing and maintaining mailing lists

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to assist with marketing in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job.

DEVELOP AND MANAGE

THHGLE12A

MARKETING STRATEGIES

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Analyse the market

Market and situation analysis is conducted using established techniques in accordance with:

- & available budget
- & the need for external assistance
- & existing market data
- & the need for additional data
- & internal and external issues and constraints

Prepare marketing strategies

Marketing strategies are developed at the appropriate time, using standard market planning techniques

Strategies are developed to take account of:

- & feedback from the appropriate personnel
- & time management and scheduling issues and constraints
- & resource constraints
- & the current industry context
- & the overall enterprise context

Opportunities for colleagues to contribute to the marketing plan are provided

Priorities, responsibilities, timelines and budgets are clearly defined in the plan and communicated to appropriate colleagues

A marketing plan is submitted for approval and/or communicated to the appropriate personnel where appropriate in accordance with organisational policies and procedures

Implement and monitor marketing activities	<p>Actions detailed in the plan are implemented and monitored in a cost-efficient manner and according to schedule and according to schedule and contingencies</p> <p>Reports are produced in accordance with organisational procedures</p> <p>Information on marketing activities is shared with appropriate personnel to maintain awareness of current organisational focus</p>
Conduct ongoing evaluation	<p>Marketing activities are evaluated using agreed methods and benchmarks</p> <p>Adjustments are made in accordance with evaluation</p> <p>Agreed changes are promptly communicated and implemented</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Established techniques for conducting market and situation analysis may include:

- & PEST analysis (Political, Economic, Social, Technological)
- & SWOT analysis (Strengths, Weaknesses, Opportunities and Threats)
- & Facilities audit

A marketing plan:

- & defines actions, resources and individual responsibilities
- & identifies outcomes critical to marketing strategy
- & takes account of operational circumstances and priorities
- & is within agreed time scales and budgets

Appropriate personnel may include:

- & senior management
- & marketing team
- & other internal and external stakeholders

Marketing strategies may be for:

- & a specific product or service (new or existing)
- & the organisation as a whole
- & to achieve a specific objectives such as increasing attendance number, or raising sponsorship
- & an event or events

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & developing a marketing strategy for a specific entertainment 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

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Undertake marketing activities

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & market analysis and planning techniques
- & internal and external issues that impact on market planning
- & industry marketing and distribution networks
- & research
- & preparing a marketing plan
- & using consultative processes

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to develop and manage marketing strategies in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job. Assessment should include practical demonstration either in the workplace or through a simulation. Portfolios of evidence relating to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by a range of methods to assess underpinning knowledge.

UNDERTAKE MARKETING

CUEMAR3A

ACTIVITIES

ELEMENT OF COMPETENCY

Plan marketing and promotional activities

PERFORMANCE CRITERIA

The institution's promotional needs are identified.

Promotional activities are researched, planned and scheduled in accordance with the institution's marketing plan or other institutional systems.

Detailed action plans for promotional activities are developed based on research and taking into account such factors as:

- & time constraints
- & budget allocation
- & target audience
- & seasonal variations
- & resources including human resources

Implement marketing and promotional activities

Responsibilities and functions are allocated to the relevant personnel.

Resource materials are designed and developed and may include:

- & press releases
- & posters
- & kits
- & PR materials
- & invitations

Relationships with industry and media colleagues are established and conducted in a manner that enhances the positive image of the institution.

Implement marketing and promotional activities	<p>Appropriate liaison is undertaken with relevant people which may include:</p> <ul style="list-style-type: none"> & community leaders & media & colleagues & artists & teachers
Review and report on promotional activities	<p>Reports are prepared in accordance with the institution's marketing policy and required timeframes.</p> <p>Market intelligence is presented in a manner which provides clear and concise information to those responsible for sales and marketing planning</p> <p>Informal reports are made to relevant colleagues to maximise opportunity to meet team targets</p> <p>All activities are reviewed in accordance with agreed evaluation methods, and the results incorporated into future planning</p> <p>Evaluation processes are agreed through consultation and negotiation.</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Appropriate personnel may include:

- & senior management
- & other marketing personnel
- & other colleagues

Marketing and promotional activities may include:

- & promotional events
- & display and signage initiatives
- & market research
- & advertising
- & industry and public relations activities

Promotion plan may take account of the following issues:

- & objectives of the promotion
- & venue and location
- & possible cooperative approaches
- & duration
- & date selection
- & style and format of event
- & technical equipment required
- & number of invitees
- & who to invite
- & promotional materials required
- & budget available
- & public relations implications
- & design and distribution of invitations
- & coordination of RSVPs
- & need for external assistance
- & staffing implications
- & strategies for maximising attendance and impact

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & coordinating and organising a number of promotional activities within a specific entertainment context
- & logical and thorough activity planning including development of supporting organisational systems
- & knowledge of marketing principles and their application to practical workplace contexts

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Develop and manage marketing strategies

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & in-depth knowledge of organisation's products/services
- & industry and market knowledge
- & knowledge of sales and marketing principles and ability to interpret a marketing plan
- & general knowledge of a range of promotional activities
- & planning and organisational skills in specific relation to marketing activities

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to coordinate marketing activities for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or in a simulated situation. Assessment should include practical demonstration. Portfolios of evidence relation to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by range of methods to assess underpinning knowledge.

UNDERTAKE MARKET CUEMAR2A RESEARCH

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Plan market research

Specific research needs are identified based on current business focus and the needs of the organisation

Objectives for the research are developed in consultation with the appropriate personnel

Research methods are identified and the most appropriate method selected according to research objectives, organisational policies and procedures and resource constraints

Approval to undertake market research is obtained from the appropriate personnel as required

Planning process is documented as required according to organisational procedures

Conduct research

Data is obtained using selected research method(s)

Where appropriate specialist assistance is obtained

Research is conducted within agreed timeframes and in accordance with agreed method

Research is documented according to organisational procedures

Analyse research findings

Data is analysed accurately and interpreted and key issues resulting from the research are identified

Data is stored as required

Results are used to inform current activities and future planning

Results of the research are presented to appropriate personnel with relevant recommendations and observations

Results of research are filed in accordance with organisational policies and procedures

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

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

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, e.g. sales figures, attendance figures, details on the type of tickets sold; government reports such as data collection by the Australian Bureau of Statistics, Department of Tourism and the Australia Council; 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

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence demonstrating consistent achievement of this unit's outcomes includes:

- & applying research techniques and methodologies
- & applying knowledge to conducting research within a specific entertainment context
- & analysing and interpreting data and developing recommendations for action based on the analysis

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Coordinate the production of brochures and marketing materials

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of typical research methodologies
- & sources of research data
- & managing work within resource constraints

- & using effective consultative processes
- & making oral presentations
- & writing reports
- & drawing conclusions and making recommendations
- & encouraging ideas and feedback from other team members
- & analysing quantitative and qualitative data
- & selecting and using technology appropriate to the task

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to undertake market research for an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job. Assessment should include practical demonstration. Portfolios of evidence relation to workplace experience may be appropriate. Simulated activities must closely reflect the workplace and may need to take place over a period of time to allow the candidate to address the ongoing implementation and monitoring aspects of this unit. This should be supported by range of methods to assess underpinning knowledge.

C OORDINATE THE THTSMA01A PRODUCTION OF BROCHURES AND MARKETING MATERIALS

ELEMENT OF COMPETENCY

Plan the production of brochures and marketing materials

PERFORMANCE CRITERIA

Production is effectively planned with appropriate actions designed to take account of the following factors:

- & 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

Provide information for inclusion

Accurate and complete information is produced or obtained from the appropriate source

Information is presented in a clearly and easily understood format

Information is presented in a culturally appropriate way

Obtain quotations for artwork and printing as appropriate

Accurate specifications are provided to quoting organisations covering the following areas:

- & 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

Comprehensive quotations are obtained with full details of potential variations to cost and conditions which may apply

Develop final copy for brochures and marketing materials	<p>Copy is developed using basic creative writing techniques</p> <p>Copy is accurate regarding practical and operational details</p> <p>General conditions applying to information are clearly and accurately presented according to organisational policy</p> <p>All copy is thoroughly checked for accuracy prior to submission to external/internal art house or printers</p>
Coordinate the production of brochures and marketing materials	<p>Liaison is undertaken with production house or responsible staff member in a manner which permits accurate monitoring of production schedule</p> <p>All production work is fully checked out and corrected as required</p> <p>All copy is re-checked and approved by appropriate personnel only when totally accurate</p> <p>Artwork is approved according to organisational guidelines prior to commencement of printing</p> <p>Brochures and marketing materials are obtained on schedule</p> <p>Contingency plans are put in place to allow for situations where timelines may be exceeded</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Actual production/printing may be conducted either in-house or by an external agency

Brochures and marketing materials may include:

- & promotional flyers and leaflets
- & programs
- & subscription forms
- & display materials
- & direct mail pieces
- & invitations
- & advertising materials

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & coordinating all elements of the brochure development process
- & producing materials that meet stated objectives, provide current and accurate information and are free of error
- & knowledge and understanding of production processes and terminology

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Undertake market research

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & market context for the materials being produced
- & print production processes and terminology
- & principles of planning
- & creative writing
- & methods for researching, preparation and proofing of copy
- & legal issues that affect the production of printed materials as appropriate to individual sectors/workplaces including copyright laws

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to coordinate the production of brochures and marketing materials in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job or in a simulated situation. Assessment should include practical demonstration supported by a range of methods to assess underpinning knowledge.

For this unit simulated workplace activities must be undertaken through the actual production of brochures and marketing materials.

E VALUATE A BUSINESS

0023/01

OPPORTUNITY

This unit involves preliminary investigation of a business opportunity to assess its viability and its conformity with current business directions.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Clarify personal expectations, values, skills and experience

Personal needs, values and expectations are realistically identified and aligned with the business opportunity

Relevant experience and current competencies are accurately identified and matched with the requirements of the business opportunity

Personal strengths and weaknesses are realistically assessed in terms of requirements of the business opportunity

Personal motivators, attitude and vision are identified in relation to the potential business direction

Identify a business opportunity

Sources of information about business opportunities are actively pursued in line with personal and business interests and values

Creative ideas and innovative approaches are sought and considered for their potential business applications

Entrepreneurial spirit and vision are focused and developed into clear ideas of business opportunities

Investigate the business opportunity

Business opportunities are thoroughly investigated to determine within market and financial ability

Complete documents and records are obtained for businesses and franchises as a basis for assessing the suitability of the business opportunity

The fit between the business opportunity and personal expectations, values, skills and experience is carefully evaluated to identify gaps and incompatibilities

Investigate the business opportunity	<p>The new business opportunity is evaluated against current business involvements to identify overlaps, compatibilities and clashes</p> <p>The probable return on investment is estimated by identifying and analysing market opportunities, costs and benefits associated with the business opportunity</p> <p>Relevant situational factors are identified and their potential to impact on the business opportunity is assessed</p> <p>The decision to proceed with the business opportunity is based on a sound assessment of all factors</p>
Determine nature of products/services to be provided	<p>The perceptions of potential customers are clarified to establish which products/services best meet their needs/demands</p> <p>Ways of enhancing the product/service benefits to customers are identified</p> <p>The optimal mix of products/services is established to maximise returns</p> <p>The likely contributions of each product/service to total sales and profit is estimated as a guide to determining the optimal mix</p> <p>The nature of products, services to be provided is specified to ensure the product mix reflects customer demand</p> <p>Selection of pricing approach is guided by a determination of what the market will bear</p>
Establish market needs for the product/service	<p>Market demand and need for the product/service is researched to establish the viability of the business opportunity</p> <p>Market profile is established which provides an understanding of the characteristics of the potential customer base</p> <p>Target market for the product/service is specified in line with potential market characteristics</p> <p>Competitors are identified and their strengths and weaknesses are analysed to provide a basis of comparison and identify a market niche for the business opportunity</p> <p>Product/service is tested in the market place to verify market research findings</p> <p>Prototype products services are developed and tested as required</p> <p>Potential market segment is clearly identified to determine where the products/services fit into the overall market</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1

RANGE OF VARIABLES

Business opportunities may relate to a new business or to extending, expanding or otherwise changing an existing business

SOURCE OF BUSINESS OPPORTUNITIES

The source of ideas may include advertised businesses and franchises, similar small businesses operating in Australia or abroad, patents or new inventions and ideas generated by self, peers, colleagues and ideas drawn from trade or professional journals

SOURCES OF INFORMATION ABOUT THE BUSINESS OPPORTUNITY

Sources of data or information about business opportunities may include information from peers, data bases, government agencies, ABS data, business advisory services, professional/trade associations, financial institutions, knowledge and expertise in the field of decision maker(s)

PRODUCTS OF THE BUSINESS

The business may provide goods or services or a combination of both. The businesses may involve the production of goods, delivery of services, the import and/or distribution of goods and services, or the management of other businesses. The business may have a single product/service line, a few similar versions of one product/service, or a number of products/services

SITUATIONAL FACTORS

Situational factor may include consideration of timing, location, position, transport, distribution channels, communications, availability of human and financial

PERSONAL ATTITUDES, ATTRIBUTES, EXPECTATIONS AND VALUES

Personal expectations and values may include income levels required, preferences for various enterprise types, lifestyle and work preferences, period of intended business ownership, family circumstances and personal values. Personal attitudes and attributes may include entrepreneurial attitude, leadership ability, clarity of thinking, conception/vision, imagination, passion, energy/drive, service focus, integrity and embracing diversity.

MARKET RESEARCH

Market research may be self generated, commissioned or it may draw on published material. Sources of market information include potential customers, suppliers and competitors, the industry and the community. Description of the market should include demographic data such as the size, characteristics of the primary customers (age group, education, experience, background, disposable income or lifestyle) expectations regarding quality, presentation and support services. Competitor analysis could describe the number, size, location, range of quality, price and other features on which they compete, recent growth of competition and possible barriers to entry to the market.

PRICING APPROACH

Approaches to setting the price of products or services should be based on an understanding of what the market will bear.

Pricing approach may include:

- & cost plus margin
- & relative to competitors
- & demand orientation

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & knowledge of relevant industry area
- & undertaking research to ascertain viability of business proposition
- & analysis and appraisal techniques as applied to business and self

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Address customer requirements

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of sources of information (financial and market)
- & knowledge of sources of business advice
- & financial analysis including estimation of capital need of business
- & investigating sources of financial assistance as appropriate
- & methods of costing and pricing of products and services
- & types of market research and market research methods

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to evaluate a business opportunity in the entertainment industry.

METHOD AND CONTEXT OF ASSESSMENT

Evidence may be gathered using the following methods:

- & review of the documentation summarising actions taken and finding at each step
- & discussion with the small business manager about the evaluation process which has been followed (actions taken, findings and rationale for decisions)
- & questions about the underlying knowledge base of the small business manager

C OMPLETE A BUSINESS PLAN

0023/02

This unit involves developing an integrated business plan as guide to achieving specified objectives in accordance with perceived customer needs and the capacity of the business to provide a quality product/service. This unit covers the initial conceptual planning for the business.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Specify business goals and objectives

A succinct statement is made about the desired direction of the business and is clearly communicated to relevant stakeholders

Explicit short and medium-term objectives are established as a basis for performance measurement, control and adjustment mechanisms

Stakeholders are encouraged to express their specific interests and objectives and their alignment with the planned business direction is clarified

Identify need for specialist services

The need for specialist services to complement in-house capabilities is identified as a basis for planning of resource requirements

Specialist services, sources of advice and resources available are identified and costed

Formulate business plan

The business plan is developed on the basis of information obtained through research into customer needs, resource requirements and business viability

A financial plan is formulated to estimate cash flow projections and budgetary information and to describe the means by which the production service plan can be implemented and supporting marketing activities can be sustained

The business plan identifies sales strategies to optimise market exposure and profitability

Formulate business plan	<p>A production/service plan is formulated, aimed at supplying goods and services to meet customer expectations and satisfy quality assurance criteria</p> <p>Means of achieving the business objectives and communicating benefits of the product/service to the target market are identified in accordance with financial plan</p> <p>The plan identifies options for delivery, service and support in accordance with:</p> <ul style="list-style-type: none"> & customer requirements & market expectations & budgetary constraints & business objectives & industrial relations climate <p>The business plan specifies means of supply and distribution to support business initiatives</p> <p>The plan specifies human resource requirements needed to effectively produce and deliver the products/services</p> <p>The financial plan includes an evaluation of sources and costs of finance required for liquidity of the business</p> <p>Risk management strategies are developed according to the planned business needs</p>
Apply the business plan	<p>Components of the business plan are mutually supportive and integrated to provide clear and coherent direction for the business operations</p> <p>The type and level of information contained in the business plan is oriented to satisfying the needs of financial backers</p> <p>Operational and revenue control systems are identified and evaluated for their ability to provide systematic support to the business</p> <p>Systems and key performance indicators or targets are identified to monitor business performance and customer satisfaction</p> <p>The business plan is clearly communicated to relevant stakeholders and staff to ensure their understanding and support</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	1

RANGE OF VARIABLES

BUSINESS PLAN

The business plan is produced for a specific small business venture. The comprehensiveness and extent of detailed documentation required in the business plan will depend on a range of factors which may include:

- & the proposed size and scale of the business
- & the market focus of the business
- & the need to raise finance and requirements of lenders
- & the level of risk involved
- & different stages in the development of a business

Specialist advice may be needed to develop the business plan. The plan should articulate the business opportunity, identify resources necessary to implement the proposals, detail ownership, management, staffing, organisational marketing, financial and operational arrangements.

The business plan may be quite brief if the business venture is small. It should contain an income and expenditure statement, balance sheet and cash flow forecast. It may provide projections for the initial years of operation and spell out the assumptions underlying the business plan, such as the expected level of inflation and taxation, expected trend of interest rate, capital expenditure, stock turnover, debtors collection period, creditor payment period, return on investment.

The business plan should also include recognition of any seasonal or cyclical (time-based) elements which are crucial to the success of the enterprise. It may acknowledge the rapid rate of change in small business including a contingency plan to address favourable or unfavourable sudden change.

The financial plan takes account of:

- & the current financial state of the enterprise (or owner/operator)
- & financial performance to date (if applicable)
- & likely return on investment
- & a review of financial inputs required (sources and forms of finance)
- & projections of likely financial results (budgeting)
- & risks and measures to manage or minimise risks

Form of finance includes:

- & working capital
- & fixed capital
- & debit capital
- & equity capital

SOURCES OF FINANCE

Financial resources may be provided from personal sources, financial institutions, trade/industry sources, government sources. Potential financial backers include owner, family and friends, providers of venture capital, banks or finance companies, leasing and hire purchase financiers.

The Federal and State governments provide various forms of technical and financial assistance. This assistance can take the form of direct cash, grants, subsidies, tax concessions and professional and technical advice.

PROJECTIONS

The basis for projections may vary depending on the importance of such information and the stage in the life of the business, and may be done on a monthly, quarterly or annual basis.

Useful financial indicators for forward projections may include:

- & the nature and amount of expenses (fixed and variable)
- & analysis of sales by product/service, identifying where they were sold and to whom
- & the resources required to implement the proposed marketing and production strategies (staff, materials, plant and equipment)
- & estimates of profit and loss projections for each forward period
- & cash flow estimates for each forward period
- & the point at which the enterprise breaks even, i.e. when the sales recover all operating costs and costs of goods

TARGETS

Financial targets which may be used include:

- & profit
- & turnover
- & capital
- & equity targets.

Internal operational target used may relate to size, quality , quantity and diversity; wages to sales; sales to area/stock levels/stock turnover/average debtor payment periods and levels. External operational targets may relate to market share and positioning and may involve exploring new markets, building national or international trade links. Operational target may be short, medium or long term.

RISKS

The nature of risks facing a business and measures to manage or minimise these risks may vary according to the nature of the business. Risks may include physical security of premises, plant, equipment, goods and services, security of intellectual property, loss of earnings through sickness/accidents, breach of contract, drought, flood, etc. Measures to manage risk include securing appropriate insurance, installing security systems, etc.

HUMAN RESOURCE REQUIREMENTS

The human resource requirements of a business may be met through engaging full-time or part-time staff on a permanent, temporary or casual basis, using subcontractors or external adviser/consultants. For some small businesses, the owner/operator can provide all the human resource requirements.

STAKEHOLDERS

The stake holders in a small business may include:

- & other family members
- & partners
- & providers of finance
- & clients
- & suppliers
- & franchise agency
- & trade or industry associations
- & regulatory bodies.

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & developing an integrated business plan to achieve specified business objectives in accordance with perceived customer needs and business capabilities to provide quality product/service

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Evaluate a business opportunity
- & Address legal and administrative requirements
- & Address customer requirements

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of industry area
- & forms and sources of finance
- & specialist services available and charges
- & planning and control systems (sales, advertising and promotion, distribution and logistics)
- & production and planning techniques
- & effective monitoring systems
- & business risks and measures to manage or minimise risks
- & options for meeting human resource requirements and the implications of each option
- & legal and regulatory aspects of employing or contracting human resources
- & knowledge of how to write a business plan
- & writing a business plan
- & developing a marketing strategy
- & knowledge of sources of small business advice
- & developing financial plans

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to complete a business plan for a small business operating in the entertainment industry.

METHOD AND CONTEXT OF ASSESSMENT

Evidence of satisfactory performance in this unit involves an assessment of the final product, namely the documented business plan.

Evidence may be gathered using the following methods:

- & review of the documented business plan and the process by which it was developed
- & discussion with the small business manager about each component of the business plan
- & question about the underpinning knowledge base of the small business manager
- & extent to which stakeholders and staff understand and support the thrust of the business plan

ADDRESS LEGAL AND

0023/03

ADMINISTRATIVE

REQUIREMENTS

ELEMENT OF COMPETENCY

Establish legal structure of business

PERFORMANCE CRITERIA

Legal options for the business structure are thoroughly examined to determine the most suitable type of business structure, taking into account:

- & preference of owners
- & requirements of funding bodies
- & confidentiality considerations
- & superannuation considerations
- & subsequent ownership transfer considerations

Legal rights and responsibilities of the business are investigated to ensure they are understood and the business is adequately protected

Comply with statutory and regulatory requirements

Statutory requirements affecting the structure of the business are ascertained and steps taken to ensure full compliance

Statutory and regulatory requirements affecting the operations of the business are ascertained and appropriate steps taken to ensure full compliance

Insurance requirements are fully identified and adequate cover is acquired to ensure risk minimisation

Registration of the business is secured in accordance with owner/operator preferences and legal requirements

Legal documents are carefully maintained and relevant records are kept and updated to ensure their ongoing security and accessibility

Establish rights to products/services	<p>Information on any procurement rights needed is sought to ensure the implications are fully understood</p> <p>Conditions applying to production of goods and services are fully explored to ensure compliance with legal and contractual requirements</p> <p>Cost of procurement rights to products and services is fully identified and included in ongoing financial planning</p> <p>Rights and responsibilities applying to use of products and services are fully explored to ensure accurate information is communicated to customers</p> <p>Legal advice on contractual rights and obligations is sought where required, to clarify business liabilities</p>
Secure rights to products/services	<p>An assessment has been made of products and services to determine the procurement rights</p> <p>Contractual procurement rights have been secured</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

Addressing legal and administrative requirements covers any type of small business operating in an entertainment context

Statutory and regulatory requirements may include:

- & Commonwealth statutory and regulatory requirements
- & State or Territory statutory and regulatory requirements

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & identifying and understanding legal and administrative rights and responsibilities
- & ensuring business complies with requirements
- & communicating accurate information as required to stakeholders and staff, customers, suppliers and distributors

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Evaluate a business opportunity
- & Complete a business plan

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & legal rights and responsibilities
- & all relevant statutory and regulatory requirements which affect the proposed small business
- & insurance requirements
- & contractual rights and responsibilities
- & record keeping duties

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to address legal and administrative requirements for a small business operating in an entertainment context.

METHOD AND CONTEXT OF ASSESSMENT

Evidence of satisfactory performance in this unit involves an assessment of the arrangements made or proposed by the small business manager in addressing the legal and administrative requirements of the small business.

Evidence may be gathered using the following methods:

- & review of documented instruction to lawyers/accountants/business advisors
- & discussion with the small business manager about the rationale for the chosen legal structure of the business and other such decisions, method of securing and maintaining legal records and document
- & questions about the underlying knowledge base of the small business manager

ADDRESS CUSTOMER

0023/04

REQUIREMENTS

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Establish customer requirements

Existing and/or potential base is identified as a guide to establishing demand

Market research from information is assessed against the aims and targets of the business plan

Customer requirements and preferences in relation to products/services to be supplied are determined as a basis for the marketing strategy

Systems to receive, respond to and address customer reactions are implemented

Develop marketing strategies

Marketing strategies are identified and prioritised to optimise sales and profit in line with:

& the aim and targets of the business plan

& customer requirements

& the market position, objectives, opportunities and resources of the business

Resource needs are identified to enable implementation of marketing plans

Promotional activities are planned and accurately costed to reach identified and potential customers

Effective promotional and distribution methods to reach the identified market segment are determined

Implement marketing strategies

Marketing strategies aimed at improving the business' competitive position are implemented

Business resources are identified and provided to effectively implement the marketing strategies

All appropriate people are involved in the implementation of the marketing strategies

Monitor marketing performance	<p>An appropriate person is given the responsibility for regularly monitoring activities and evaluating business performance</p> <p>Changes in market phenomena are noted and analysed to assess changing business opportunities.</p> <p>Achievement of performance targets is regularly monitored in accordance with the marketing plan</p> <p>Causes of any serious performance deviations are investigated and corrective action is taken.</p> <p>Staff are encouraged to look for improvements in performance in relation to specific</p>
Explore opportunities to improve customer satisfaction	<p>Marketing activities are guided by regularly seeking customer reaction to all aspects of the marketing mix</p> <p>Sales and marketing activities are evaluated to determine opportunities for change and improvement</p> <p>Sales and marketing activities are evaluated to guide product/service development, change and improvement</p> <p>Customer complaints are investigated, regarded as an opportunity to improve service and acted upon accordingly</p> <p>Customer requirements are actively researched to signal the time for change/improvements in the products/services offered and the marketing mix</p> <p>Staff are encouraged to propose and implement product service improvements and innovations to address customer requirements</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	2
Working with others and in teams	3
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

MARKET RESEARCH

Market research may be formal or informal, self-generated, commissioned or it may draw on published material. Sources of market information include potential customers, suppliers, competitors, published material and available databases.

MARKETING MIX

The marketing mix includes product/service, distribution, promotion and price

PROMOTIONAL ACTIVITIES

Promotional activities may include the various methods of advertising available, such as advertising in national newspapers, suburban or local newspapers, word of mouth, referral, testimonials, professional/industry journals, advertising on radio or television, mail drops, display posters, canvassing and telephone canvassing, exhibitions, sponsoring local community events. Promotional activities may also include in-store promotions, the development of networks and strategic alliances, staff development programs to enhance customer service orientation.

MARKETING STRATEGIES

Marketing strategies may cover:

- & product, design and packaging
- & pricing, presentation and display of products/services
- & promotion and advertising
- & product range and mix
- & distribution

Various marketing strategies which may be pursued include, for example:

- & 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
- & pursuing cost leadership and/or product differentiation within a specialised market segment

Opportunities for change and improvement may relate to:

- & product/service configuration
- & raw materials
- & packaging
- & delivery times/quantity
- & pricing structure
- & market positioning
- & ancillary services

Methods of determining client satisfaction:

Customer satisfaction data may be obtained through:

- & survey/other feedback mechanisms
- & informal discussion
- & customer meetings
- & focus groups
- & sales to contact ratio

CUSTOMERS

May include a diversity of people, from a variety of cultural/ethnic backgrounds and from:

- & the local community
- & national or international markets

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & developing a marketing strategy which identifies current and relevant industry enterprise marketing issues and include a detailed, realistic implementation program
- & knowledge and understanding of specific implementation and monitoring issues

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Address legal and administrative requirements
- & Evaluate a business opportunity
- & Complete a business plan

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & key marketing concepts and methods
- & methods of analysing costs and benefits of chosen marketing strategy
- & methods of monitoring customer satisfaction
- & communicating effectively within the range of situation required for the job role

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to address customer requirements for a small business operating in the entertainment industry.

METHOD AND CONTEXT OF ASSESSMENT

Evidence of satisfactory performance in this unit involves an assessment of the marketing strategy and associated action plan(s) developed by the small business manager and plans made to maintain its ongoing relevance and currency. Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods:

- & review of documented market research (initial and ongoing), the marketing strategy associated action plan(s), marketing targets set
- & discussion with the small business manager about the rationale for marketing decisions, understanding of market trends and data obtained, proposed methods of monitoring marketing performance and encouraging staff contributions
- & questions about the underlying knowledge base of the small business manager

MANAGE BUSINESS OPERATIONS 0023/05

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Develop operational strategies

Operational factors affecting the desired output of the business are identified

Preferred operational strategies are selected to optimise business outputs

Costs and benefits of the various operational strategies are evaluated to achieve optimum results

Performance measures are determined for the desired output

Operational targets are determined to meet the priorities set down in the business plan

Strategies developed include means of measuring business performance against the business plan

Strategies clearly specify responsibilities for output quality management

Quality criteria and operational procedures are developed to meet customer requirements and business standards

A structured approach to innovation is developed to respond to changing customer requirements

Implement operational strategies

Systems to control expenditure, wastage, stock and costs are established in accordance with the business plan

The provision of goods/services is carried out in accordance with established technical, legal and ethical standards

The provision of goods/services meets time, cost and quality specifications

The provision of goods/services is in accordance with customer requirements

Quality procedures are developed to address product/service and customer requirements

Monitor operational performance	<p>The achievement of operational targets is regularly monitored in accordance with the business plan and operational strategies</p> <p>Operational policies and procedures are reviewed regularly in the light of business performance</p> <p>Systems and structures are reviewed with a view to more effectively supporting business performance</p> <p>Performance deviations are investigated and analysed to establish causes and implement changes in procedures</p> <p>The content, assumptions and projection of operational strategies are assessed to determine whether variations or alternative policies and procedures are indicated.</p> <p>Operational policies and procedures are changed to incorporate corrective action taken</p>
Explore opportunities to improve performance	<p>Staff are encouraged to identify opportunities for improvements in the operational management of the business</p> <p>Potential areas for improvement in operational strategies, policies and procedures are identified based on review findings and the current business plan</p> <p>Proposed changes are clearly recorded to facilitate future planning and evaluation</p> <p>Relevant performance indicators are defined to monitor the effects of the proposed changes</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

OPERATIONAL STRATEGIES, POLICIES AND PROCEDURES

Operational requirements will vary according to the business involved and may include operational aspects of production, retailing and service provision.

Operational factors may include:

- & business premises (e.g. size, location, layout)
- & plant and equipment
- & physical and natural resources
- & methods/techniques/technology
- & management and administrative systems and procedures
- & technology
- & raw materials

Options for acquiring necessary operational requirements may include purchase (sole or shared ownership) or leasing. Premises, plant and equipment may be new or previously owned.

Requirements may be one-off requirements or recurrent requirements (such as equipment maintenance) specific to the nature of the business

BUSINESS OUTPUTS

Business outputs may include:

- & products
- & services
- & retail goods
- & industrial agreements
- & waste and by-product

OPERATIONAL TARGETS

Internal operational targets used may relate to size, quality, quantity and diversity; wages to sales; sales to area/stock levels/stock turnover/average debtor payment periods and levels. External operational targets may relate to market share and positioning and may involve exploring new markets, building national or international trade links. Operational targets may be short, medium or long term.

TECHNICAL STANDARDS

Technical standards may include any current and generally agreed descriptions of what the production/service is, how it should be produced/delivered and the quantity, safety, efficiency or other measures to determine the activity is done effectively.

METHODS OF SCHEDULING PRODUCTION

Methods of scheduling production include continuous production, jobbing production, batch production.

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & translating a business plan into operational outcomes to deliver products/services

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Manage finances for a small business
- & Review business

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & operational factors relating to the business (e.g. production, retail, service provision)
- & key operational concepts and procedures
- & legal and statutory requirements and responsibilities
- & control systems
- & methods of monitoring performance
- & communicating effectively within the range of situations required for the job role

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to manage small business operations in the entertainment industry.

METHOD AND CONTEXT OF ASSESSMENT

Evidence of satisfactory performance in this unit involves an assessment of the operational strategies, policies and procedures developed by the small business manager and includes maintaining ongoing operational efficiency and effectiveness.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

MANAGE FINANCES FOR A 0023/07 SMALL BUSINESS

This unit involves developing, implementing and reviewing strategies for the acquisition and ongoing management of finance. It includes day-to-day financial management of the business as well as implementation of broad financial strategies.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Translate financial plan into strategies

The financial requirements are calculated to establish, profitably operate and extend the business.

Financial information requirements are fully identified and information obtained to guide the financial management of the business

The capital, profitability and cash flow requirements are identified to enable the business to operate according to plan

Adequate financial provision is made for taxation, superannuation and accruing staff leave

Capital investment requirements are quantified for each operational period

Sources of funding are identified and the cost of securing these funds on optimal terms is obtained

Financial performance indicators and targets are selected to enable ongoing monitoring of financial performance

Quality criteria and procedures in respect of administration and record keeping are developed

Implement financial strategies

Essential books and records are established and maintained to ensure ongoing accessibility of financial records

Legal and financial control systems are established and maintained to facilitate ongoing monitoring of financial activities

Financial and statutory reporting is conducted in accordance with legal and administrative requirements

Financial reports are produced in a clear and timely manner for distribution to relevant stakeholders

Implement financial strategies	<p>Cash flow estimates are prepared for each forward period</p> <p>Financial projections are prepared and documented to:</p> <ul style="list-style-type: none"> & indicate the required profitability & meet the needs of financiers/shareholders & provide reliable risk management information <p>Appropriate action is taken to ensure the achievement of profit and return on investment targets</p> <p>Accrual accounting procedures are maintained in accordance with Australian Accounting Standards</p> <p>Financial ratios are maintained and evaluated according to own/industry benchmarks</p> <p>Business capital is negotiated/secured/managed to best enable implementation of the business plan and meet the requirements of financing bodies</p> <p>Implementation of asset management strategies involves consideration of medium, long-term business objectives as well as short-term needs</p>
Monitor financial performance	<p>Data is gathered to establish the extent to which the financial plan has been realised</p> <p>Deviation from financial performance targets is regularly monitored and corrective action is decided upon and undertaken</p> <p>The content, assumptions and projections of the financial plan are assessed to determine whether variations or alternative plans are indicated</p> <p>The financial plan is changed to incorporate corrective action required</p>
Explore opportunities to improve financial performance	<p>Staff are encouraged to propose improvements and innovations to the financial operations, processes or control systems of the business</p> <p>The potential for change and improvement is identified following evaluation of financial performance in relation to the financial plan</p> <p>Proposed changes are clearly recorded to facilitate future planning and evaluation</p> <p>Relevant performance criteria are defined to monitor the effects of the proposed changes.</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	2

RANGE OF VARIABLES

The following variables may apply:

BOOKS AND RECORDS

Essential books and records include: cash book, petty cash book, tax, wages and salaries analysis book, asset register, files of paid purchase and service invoices, file of paid sales invoices. As the business grows, additional record keeping measure may be instituted such as purchase day book, sales day book, detailed ledger accounts. The book keeping system may be computerised or manual.

LEGAL AND FINANCIAL CONTROL SYSTEMS

Legal and financial control systems are needed for the efficient management of the key resource areas – physical, financial, human and information. Control processes which may need to be selected and implemented include – access, security, operational, quality, financial and budgetary.

FINANCIAL INFORMATION

Financial information includes: cash flow and profit and loss statements, financial budgets, balance sheet projections, statements of change in financial position. Measures of financial stability and profitability include ratios for profitability, liquidity, efficiency, financial structure. Financial data includes financial, production, process, control, customer, market and staff records of operational activities.

FINANCIAL PERFORMANCE INDICATORS

Financial performance indicators may be short, medium and long term.

ASSET MANAGEMENT STRATEGIES

Assets management strategies may include owning, leasing, sharing, syndicating, maintaining and deploying assets.

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & applying key financial management concepts

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Manage business operations
- & Review business

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & legal and statutory reporting requirements
- & record keeping systems
- & financial control systems
- & methods of monitoring financial performance
- & distinction between personal and business finances
- & taxation obligations and tax planning
- & communicating effectively within the range of situations required for the job role

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to manage finances for a small business operating in the entertainment industry.

METHOD AND CONTEXT OF ASSESSMENT

Evidence of satisfactory performance in this unit involves an assessment of the financial strategy and associated arrangements made by the small business manager including plans to maintain its ongoing relevance and accuracy.

Satisfactory performance in this unit may be assessed by observation of successful business performance in relation to each element.

Evidence may be gathered using the following methods

- & review of documented financial strategy, financial reports, financial targets set, financial control systems established
- & discussion with the small business manager about the rationale for decisions, understanding of financial data obtained, proposed methods for monitoring financial performance
- & questions about the underlying knowledge base of the small business manager

REVIEW BUSINESS

0023/08

This unit involves the continuing review of the business operations and its strategic focus. It includes formal and informal review of internal and external factors that impact upon current and future business performance.

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Review external environment

Relevant trends and developments are identified and analysed in terms of their potential impact on the business

Best practice/international benchmarking or inter-firm comparison data is gathered as a basis for reviewing business performance where appropriate/available

Products/services and market performance of competitors and potential competitors are analysed to identify potential business opportunities for or threats to the business

Intelligence is actively sought on possible new products or new markets which the business may introduce

Government support and assistance programs are investigated and their relevance to the business established

Review internal environment

Effectiveness of mechanisms for performance evaluation is assessed to provide a basis for ongoing evaluation of business success

Time is devoted to systematic and periodic review of performance data from marketing, finance, production and personnel areas to guide business decisions

Strength and competitive advantage of the business is regularly reappraised as a basis for ongoing implementation of business strategies

Effectiveness of changes introduced into marketing, finance, production and personnel operations is regularly appraised

The match between roles and competencies of staff is monitored to guide staff recruitment and training initiatives

Issues requiring industrial negotiation are identified and appropriate action taken

Review internal environment	<p>Quality criteria and quality assurance procedures are systematically reviewed and necessary action taken to ensure maintenance of quality standards</p> <p>Corrective action is taken to address any internal difficulties or inefficiencies identified in the review process</p>
Re-focus the business	<p>Changing customer requirements are regularly reviewed to maintain the relevance and viability of the business</p> <p>Opportunities for business improvement are evaluated in relation to perceived customer requirements, financial stability, business capability and the overall business direction</p> <p>Revisions are made to the business plan to incorporate strategies designed to:</p> <ul style="list-style-type: none"> & meet changing customer requirements & maximise opportunities and strengths & maximise competitive advantage or market position of the business <p>Proposed strategies and revised targets are clearly communicated to staff to facilitate their implementation</p>
Maintain networks	<p>Relevant personal and professional contacts/associations are identified to establish a network of support for the business</p> <p>Time management is structured to include the establishment and maintenance of business contacts</p> <p>Personal and professional support is obtained on a regular basis</p> <p>Membership of, and participation in, relevant professional/industry associations is sustained as required as a means of:</p> <ul style="list-style-type: none"> & keeping in touch with competitors' activities & keeping in touch with changing customer requirements & keeping in touch with changes in the environment & personal/business/professional support

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	2
Planning and organising activities	3
Working with others and in teams	2
Solving problems	3
Using mathematical ideas and techniques	2
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Business operations may include:

- & greater penetration of existing markets with existing products
- & development of new products for existing markets
- & development of new markets for existing products (including export markets)
- & development of new products for new markets
- & best practice management approaches
- & property plan reviews

RELEVANT TRENDS AND DEVELOPMENTS

Relevant trends and developments may include:

- & economic trends (local/regional/national)
- & ecological/environmental trends
- & political/social trends
- & demographic trends
- & changes in technology (including equipment, hardware, software and products)
- & industrial trends

INTERNAL DIFFICULTIES

Internal difficulties may, for example, include accidents, low morale, industrial relations issues, staff changes or illness.

POTENTIAL COMPETITORS

Potential competitors may be in the same or different business, industry, location and may be identified as a competitor by the similarity of their products/services, type of operation, location, accessibility, flexibility, market positioning and demonstrated ambition.

NETWORKS

Networks may be formal or informal and may include personal, business and professional contact individuals, groups and organisations.

EVIDENCE GUIDE

CRITICAL ASPECT OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & applying strategic planning principles and approaches
- & applying analysis and appraisal techniques

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Manage business operations
- & Manage finances for a small business

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & time management techniques
- & people management techniques
- & communicating effectively within the range of situations required for the job role

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to review a small business operating in the entertainment industry.

METHOD AND CONTEXT OF ASSESSMENT

Evidence of satisfactory performance in this unit involves an assessment of the process of periodically reviewing the business future which has been followed by the small business manager or his/her plans for doing so.

Evidence may be gathered using the following methods:

- & review of documentation summarising actions taken and findings at each step in the process
- & discussion with the small business manager about the review process followed
- & questions about the underlying knowledge base of the small business manager
- & discussions with other staff to establish their understanding of the review activities and outcomes
- & observation of the small business manager's people skills (e.g. stress management, team building, problem solving)

WORK IN A SOCIALLY THTCORO2A DIVERSE ENVIRONMENT

ELEMENT OF COMPETENCY

Communicate effectively with customers/colleagues from diverse backgrounds

PERFORMANCE CRITERIA

Customers/colleagues from all cultural and linguistic groups are valued and treated with respect and sensitivity

Verbal and non-verbal communication is sensitive to cultural and linguistic differences

Where language barriers exist, efforts are made to communicate through the use of visual aids, gestures or simple words in the other person's language

Assistance from colleagues, reference books or outside organisations is obtained when required

Deal with cross-cultural misunderstandings

Issues which may cause conflict or miscommunication in the workplace are identified in a supportive way

Difficulties are addressed with the appropriate people and assistance is sought from team leaders/supervisor as required

When difficulties or misunderstandings occur, possible cultural and linguistic differences are considered

Efforts are made to resolve the miscommunication taking account of cultural and linguistic considerations

Unresolved issues or difficulties are referred to the appropriate team leader/supervisor for follow up

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1

RANGE OF VARIABLES

The following variables may apply:

Cultural differences may include:

- & race
- & language
- & special needs
- & disabilities
- & family structure
- & gender
- & age
- & sexual preference
- & religion
- & background e.g. prison, institution
- & long-term unemployed

More specific cultural differences may include:

- & language spoken
- & forms of address
- & levels of formality/informality

- & non-verbal behaviour
- & work ethics
- & personal grooming
- & family obligations
- & recognised holidays
- & customs
- & special needs
- & product preferences
- & religious observances
- & protocols
- & time tolerance
- & naming conventions

Oral communication tasks may include:

- & meeting and greeting/farewelling customers
- & giving/receiving simple directions
- & giving/receiving simple instructions
- & answering simple enquiries
- & ticketing enquiries
- & phone messages
- & meetings
- & preparing for, serving and assisting customers
- & describing goods and services
- & providing visual material or diagrams

Written tasks may include:

- & writing memos, notes
- & taking phone messages
- & documenting work instructions

Outside referral organisations and groups may include:

- & translating and interpreting service (TIS)
- & diplomatic services
- & local cultural organisations
- & appropriate government agencies
- & educational institutions
- & relevant cultural networks
- & community organisations
- & appointed mentors
- & elders
- & ethnic communities councils

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & an understanding of cultural awareness
- & an understanding of cultural diversity
- & implementing knowledge of cultural awareness in the job role
- & communicating effectively with customers and colleagues from a broad range of backgrounds as required for the relevant job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following unit of competency:

- & Work with others

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & understanding basic concepts of culture, cultural diversity and cultural awareness
- & understanding workplace cultures, cultural and artistic customs and practice
- & recognition of the different cultural groups in Australian society

- & culture of Australia's indigenous and non-indigenous peoples
- & recognition of various international tourist groups
- & reading safety signs and visual symbols
- & principles of Workplace Diversity including Access and Equity, Equal Employment Opportunity (EEO) and anti-discrimination legislation as they apply to individual employees
- & active listening and questioning
- & effective interpersonal, formal and informal communication

RESOURCE IMPLICATIONS

This unit should be assessed using all the resources required to work in a socially diverse environment in an entertainment event or venue.

METHOD AND CONTEXT OF ASSESSMENT

Assessment should take place on the job or in a simulated situation. Competency should be assessed on more than one occasion to ensure consistency of performance.

This unit of competency should be assessed in situations where there is a range of cultural differences as set out in the range of variables.

MANAGE OWN WORK AND CUECOR1A LEARNING

ELEMENT OF COMPETENCY

Develop personal time
management skills

PERFORMANCE CRITERIA

Priorities and deadlines are established in consultation with others as appropriate

Time is planned so that tasks are completed according to order of priority and within established deadlines

Work is re-prioritised effectively as necessary to accommodate important workload variations

Details of work tasks and commitments are documented accurately

Basic work records are effectively maintained

Any variations and difficulties affecting work requirements are identified through regular reviews and appropriate personnel are informed

Manage own learning

Steps are taken in consultation with appropriate personnel to identify own learning needs

Opportunities to meet identified learning needs are identified and appropriate action taken in consultation with the appropriate personnel

Evidence of on and off the job learning is documented and collated

Receive and act constructively
on personal feedback

Suggestions on ways to improve work are sought regularly from appropriate personnel

Feedback is acted upon as required to improve work performance

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1

RANGE OF VARIABLES

The following variables may apply:

Basic work records may include:

- & diary entries
- & work schedules
- & time sheets
- & file notes
- & reports
- & general in-house correspondence (memos, notes, email)
- & records of meetings
- & rehearsals, engagements
- & petty cash transactions
- & ticketing sales
- & marketing sales
- & box office summaries

Appropriate personnel may include:

- & managers
- & supervisors
- & peers (inside and outside the organisation)
- & mentors

Own learning needs may include:

- & gaps in skills and knowledge for present or to fulfil career aspirations
- & need to obtain competencies to meet current and future organisational objectives

Learning may take place through a range of experiences, activities and processes through which people acquire new skills and knowledge.

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & planning own work and responding flexibly to changing circumstances
- & communicating effectively with colleagues within the range of situations required for the job role
- & applying strategies for personal skill development

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Work with others
- & Work in a socially diverse environment
- & Apply industry and organisation knowledge

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & organising information clearly, concisely and logically
- & knowledge of effective communication to listening, questioning and non- verbal communication
- & knowledge of and ability to apply time management
- & stress management
- & knowledge of career paths which are possible within the entertainment industry within and across the various industry sectors
- & career path planning including preparation and application for a job and interview techniques

RESOURCE IMPLICATIONS

Competency in this unit should be demonstrated using:

- & access to a system (manual or computerised) for developing and maintaining work records
- & access to information on and off the job training

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on the job, in simulated situations or in a combination of on and off the job.

WORK WITH OTHERS

CUECOR2A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Participate in the work/group process

Work requirements relevant to the group/process are identified

Own role and roles of others in meeting work requirements are identified and own role is carried out

Assistance to others involved in the work group/process, if required, and other constructive contributions to meeting work requirements are demonstrated

Time and resource constraints are taken into account in fulfilling work requirements

Work with others takes place within the organisation's policies and procedures and conventions covering acceptable workplace conduct

Individual differences are taken into account including cultural and linguistic differences are taken into account in achieving work requirements

Strengths of individuals are used to develop others in the group, sharing learning as part of the group process

Contribute to the flow of information and ideas

Information and ideas relevant to the work are shared with others involved

Information provided to others is accurate, relevant and timely

Information and ideas are sought from others as required to assist the achievements of work requirements

Work information is recorded in the required detail and time frame and in the specified format

Work information is systematically and accurately compiled and maintained, and filed for ease of retrieval as required

Deal effectively with issues, problems and conflicts

Issues to be resolved are identified in the workplace and appropriate action taken

Consultative and collaborative processes are used to generate solutions

Potential problems and conflicts are identified and appropriate action is taken promptly to deal with them

Problems and conflicts are recognised and resolved and/or referred to appropriate personnel

Mutually agreed outcomes are implemented

Issues to be resolved are identified in the workplace and appropriate action taken

Consultative and collaborative processes are used to generate solutions

Potential problems and conflicts are identified and appropriate action is taken promptly to deal with them

Problems and conflicts are recognised and resolved and/or referred to appropriate personnel

Mutually agreed outcomes are implemented

KEY COMPETENCIES

KEY COMPETENCY

LEVEL

Collecting, analysing and organising ideas and information

1

Communicating ideas and information

1

Planning and organising activities

1

Working with others and in teams

1

Solving problems

1

Using technology

1

RANGE OF VARIABLES

The following variables may apply:

Work with others may be one to one or in a group or team.

Groups may be established or ad hoc work units; groups or teams; working parties; task forces; committees; self-directed teams.

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

Application of the competencies and appropriateness of action will vary according to:

- & organisational policies and procedures including Workplace Diversity and equal employment opportunity policies
- & available resources
- & constraints including budget, time, personnel, workload
- & size of organisation
- & composition of work group
- & level of responsibility of individual worker

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.

Work with others requires individual diversity to be taken into account especially in relation to their cultural, racial and ethnic backgrounds, physical requirements, gender, languages, customs, religious and traditional beliefs.

Material to be read may include:

- & job description
- & memos, internal documents
- & notes and messages

Written communication may include:

- & clear simple and concise messages
- & memos
- & electronic communication such as emails
- & reports
- & notes from meetings and discussions

Oral communication tasks may include

- & formal or informal discussions
- & meetings
- & clarification of responsibilities
- & asking questions to gain information and clarify ambiguities
- & clear and concise exchange of information and ideas

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & communicating effectively with colleagues within the range of situations required for the job role
- & working effectively as part of a team

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Apply industry and organisation knowledge
- & Work in a socially diverse environment
- & Manage own work and learning

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of organisation policies and procedures
- & managing own work load e.g. 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 and efficient 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
- & assertiveness techniques
- & respecting others views
- & applying equal employment opportunity and anti-discrimination policies
- & sharing ideas and information with others
- & knowledge of procedures for the location and storage of information
- & understanding of conflict resolution techniques
- & awareness of and sensitivity to diversity

RESOURCE IMPLICATIONS

This unit of competency should be assessed using all the resources required to work with others in an entertainment event or venue or simulated situation.

METHOD AND CONTEXT OF ASSESSMENT

This unit should be assessed on the job or in a simulated situation.

APPLY ORGANISATION AND CUEIND1A INDUSTRY KNOWLEDGE

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Acquire and apply knowledge of the organisation

Relevant information sources are used to acquire knowledge of the organisation including its history, key goals and functions, the names of the key departments and basic details of their operations, the names of senior personnel and their key functions.

Knowledge of the organisation is applied as appropriate within the relevant job role

Acquire and apply knowledge of the basic rights and responsibilities of the employer and employee

Relevant information sources are used to acquire knowledge of the basic rights and responsibilities of the employer and employee, the union and employer bodies with whom the organisation is involved are identified, and the reasons for union and employer body membership

Knowledge of the basic rights of the employer and employee is applied as appropriate within the relevant job role

Acquire and apply knowledge of the industry

Relevant publications are used to acquire knowledge of the industry

Participation in industry events and associations is undertaken to acquire and maintain current industry knowledge

Current industry issues are monitored through general media sources e.g. newspaper review and arts columns

Current professional issues trends and technological developments are routinely monitored

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Working with others and in teams	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Material to be read and interpreted which may include:

- & statements of organisational goals and functions
- & general material about the organisation and its function, such as newsletters, bulletins, promotional materials, annual reports strategic plans
- & induction manuals
- & awards and agreements covering employment and conditions
- & union publications including newsletters, magazines, bulletins, letters
- & organisational policies and procedures
- & occupational health and safety laws and regulations.
- & newspapers, magazines, books, specialist technical and/or professional publications
- & internet, video and audiotape sources

Material to be written which may include:

- & time sheets and other time records.

Material to be listened to, or spoken, which may include:

- & information about the organisation, what it does, key people
- & anecdotal or historical information about the organisation

- & anecdotal information ('gossip') important to getting a job, such as what events are doing well, what events are coming up, where the jobs are (and where they are likely to be), conditions and rates of pay
- & technical or industry language relating needed for work
- & information about awards, entitlements, responsibilities
- & information about how work is organised and appropriate methods of interacting with other workers.

Oral communications tasks include:

- & discussion and negotiation in relation to conditions of employment, including employer requests that are considered to impinge on conditions of employment.

Cultural awareness may include:

- & awareness of the organisation's culture, its way of doing things and its requirements of staff

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes include:

- & ability to gather and apply information appropriate to the job role
- & ability to communicate effectively with colleagues and external individuals/organisations within the range of situations required for the job role

CONCURRENT ASSESSMENT

This unit may be assessed concurrently with the following units of competency:

- & Work with others
- & Manage own work and learning
- & Work in a socially diverse environment

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & general knowledge of the entertainment industry
- & knowledge of entertainment industry terminology
- & knowledge of the nature, role and functions of unions and employer associations
- & knowledge of unions and employer associations in the entertainment industry
- & knowledge of procedures for resolving disputes between employers and employees
- & knowledge of the rights and responsibilities of employers and employees, including legal rights and responsibilities
- & knowledge of the obligations of employers including safe system of work, non-discrimination
- & knowledge of the obligations of employees including attendance ethical behaviour, taking directions, confidentiality, work performance, safety and care
- & gathering and applying information appropriate to the job role
- & knowledge of effective communication techniques including active listening, questioning and non-verbal communication
- & communicating effectively with people from diverse cultural backgrounds

RESOURCE IMPLICATIONS

This unit of competency should be assessed using:

relevant materials to be read and interpreted and/or listened or spoken as identified in the Range of Variables.

METHOD AND CONTEXT OF ASSESSMENT

This unit may be assessed on or off the job.

FOLLOW HEALTH, SAFETY AND SECURITY PROCEDURES

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ELEMENT OF COMPETENCY	PERFORMANCE CRITERIA
Follow workplace procedures on health, safety and security	<p>Health, safety and security procedures are correctly followed in accordance with organisational policy and relevant legislation and insurance requirements</p> <p>Breaches of health, safety and security procedures are identified and promptly reported</p> <p>Any suspicious behaviour or occurrences are promptly reported to the designated person</p>
Deal with emergency situations	<p>Emergency and potential emergency situations are promptly recognised and required action is determined and taken within scope of individual responsibility</p> <p>Emergency procedures are correctly followed in accordance with organisational procedures</p> <p>Assistance is promptly sought from colleagues and/or other authorities where appropriate</p> <p>Details of emergency situations are accurately reported as required in accordance with organisational policy</p>
Maintain safe personal presentation standards	<p>Personal presentation takes account of the workplace environment and health and safety issues including:</p> <ul style="list-style-type: none">& appropriate personal grooming and hygiene& appropriate clothing and footwear including personal protective equipment
Provide feedback on health, safety and security	<p>Occupational health and safety issues requiring attention are promptly identified</p> <p>Occupational health and safety issues are raised with the</p>

designated person in accordance with organisation and legislative requirements

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	1
Communicating ideas and information	1
Planning and organising activities	1
Working with others and in teams	1
Solving problems	1
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

The following variables may apply:

Health, safety and security procedures may include:

- & emergency, fire and accident
- & hazard identification and control
- & use of personal protective clothing and equipment
- & safe sitting, lifting and handling
- & security of documents, cash, equipment, people
- & key control systems

Emergency situations may include:

- & bomb threats
- & deranged customers
- & accidents
- & robbery
- & fire
- & armed hold-up
- & floods
- & earthquakes

Oral communication tasks may include:

- & participating in team meetings / routine briefing of the occupational health and safety consultative committee
- & participating in internal / external training
- & workplace induction program
- & updates on use of personal protective equipment
- & reporting OH&S incidents and accidents to supervisor
- & reporting hazards and risks to supervisor
- & reporting suspicious behaviour to supervisor
- & participating in simulated situations with team members and appropriate authorities
- & reporting details of emergency or incident (where, what, who etc)
- & using two-way radio / pager / telephone / workplace internal communication system.

Materials to be read and interpreted may include:

- & operational manual
- & Australian Standards signage
- & workplace Occupational Health and Safety information
- & workplace newsletter
- & agenda and minutes of workplace Occupational Health and Safety Consultative Committee meeting
- & workplace procedures
- & MSDS

Written tasks may include:

- & completing workplace accident and incident pro forma and insurance record book

Numeracy tasks may include:

- & measuring amounts to mix liquids

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & following established procedures and understanding of the implications of disregarding those procedures
- & understanding of the legal requirement to work in accordance with health, safety and security procedures

CONCURRENT ASSESSMENT

Competency in this unit underpins competency in other aspects of the workplace role of employees without supervisory responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessing a unit relating to operation of equipment could involve assessing that the person is able to recognise and report any hazards of the equipment.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

- & knowledge of relevant State/Territory occupational health and safety legislation and codes of practice
- & knowledge of the major safety requirements for entertainment venues as outlined in State/Territory occupational health and safety legislation
- & major causes of workplace accidents relevant to the work environment
- & knowledge of hazards which exist in the workplace
- & applying emergency evacuation procedures
- & knowledge of fire hazards, workplace fire hazard minimisation procedures, and ability to use fire extinguisher devices
- & organisational health, safety and security procedures
- & providing feedback on procedures
- & symbols used for OHS signs
- & designated personnel responsible for OHS

RESOURCE IMPLICATIONS

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

- & the organisation's structure (for reporting purposes)
- & personal protective equipment
- & work areas for recognition of hazard and control measures

METHOD AND CONTEXT OF ASSESSMENT

To ensure that the contingency management component of competency is adequately assessed evidence needs to be gathered across a range of workplace circumstances. When assessing entry level workers, techniques which allow for less workplace experience should be selected. Techniques for assessment may include: observation, simulation, case studies, interviews, written tests, workplace projects.

This unit should be assessed by a combination of workplace and off the job assessment. The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected. Evidence must include observation in the workplace as well as off the job techniques such as interviews and simulations. Conditions for simulations should accurately simulate the range of circumstances of the workplace allow for discussion and have the relevant documents available.

In particular, information regarding emergency procedures and participative arrangements may be gathered through simulation.

IMPLEMENT WORKPLACE

CUEOHS1A

HEALTH, SAFETY AND SECURITY PROCEDURES

ELEMENT OF COMPETENCY

Provide information to the work group about occupational health and safety policies, procedures and programs

PERFORMANCE CRITERIA

Relevant provision of occupational health and safety legislation and codes of practice is accurately and clearly explained to the work group

Information on the organisation's occupational health and safety policies, procedures and programs is provided in a readily accessible manner and is accurately and clearly explained to the work group.

Information about identified hazards and the outcomes of risk assessment and risk control procedures is regularly provided and is accurately and clearly explained to the work group.

Implement and monitor participative arrangements for the management of occupational health and safety

Organisational procedures for consultation over occupational health and safety issues are implemented and monitored to ensure that all members of the work group have the opportunity to contribute

Issues raised through consultation are dealt with and resolved promptly or referred to the appropriate personnel for resolution in accordance with workplace procedures for issue resolution

The outcomes of consultation over occupational health and safety issues are made known to the work group promptly

Implement and monitor the organisation's procedures for identifying hazards and assessing risks

Existing and potential hazards in the work area are identified and reported so that risk assessment and risk control procedures can be applied

Implement and monitor the organisation's procedures for controlling risks	<p>Work procedures to control risks are implemented and adherence to them by the work group is monitored in accordance with workplace procedures</p> <p>Existing risk control measures are monitored and results reported regularly in accordance with workplace procedures</p> <p>Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control and reported to designated personnel</p> <p>Inadequacies in resource allocation for implementation of risk control measures are identified and reported to designated personnel</p>
Implement the organisation's procedures for dealing with hazardous events	<p>Workplace procedures for dealing with hazardous events are implemented whenever necessary to ensure that prompt control action is taken</p> <p>Hazardous events are investigated to identify their cause in accordance with investigation procedures</p>
Implement and monitor the organisation's procedures for providing occupational health and safety training	<p>Occupational health and safety training needs are identified accurately, specifying gaps between occupational health and safety competencies required and those held by work group members</p> <p>Arrangements are made for fulfilling identified occupational health and safety training needs in both on and off-the-job training programs in consultation with relevant parties</p>
Implement and monitor the organisation's procedure for maintaining occupational health and safety records	<p>Occupational health and safety records for work area are accurately and legibly completed in accordance with workplace requirements for occupational health and safety records and legal requirements for the maintenance of records of occupational injury and disease</p> <p>Aggregate information from the area's occupational health and safety records is used to identify hazards and monitor risk control procedures within work area according to organisational procedures and within scope of responsibilities and competencies</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	1
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	2
Using technology	2

RANGE OF VARIABLES

Generic Competency B 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. These competencies are applicable in combination with other industry, occupation or workplace specific competencies.

This competency is to be exhibited:

In accordance with all relevant occupational health and safety legislation, particularly:

- & State/Territory (Occupational Health and Safety 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.

In accordance with relevant workplace procedures, which are arrangements for how workplace activities are to be done. They may be formally documented or communicated verbally.

They may include procedures which are:

- & general to the management of the enterprise such as:
 - & job procedures and work instructions
 - & maintenance of plant and equipment
 - & purchasing of supplies and equipment
- & specific to OHS, such as;
- & 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 include information:

- & for the induction of new workers
- & about the nature of work and tasks, procedures and the limits to worker authority
- & about hazards and risk management procedures
- & to assist in work tasks
- & as part of providing direct supervision where necessary (e.g. inexperienced workers)
- & to communicate legislation and codes of practice, e.g. that relating to hazards in the work area
- & for 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.

Oral communication tasks may include:

- & reporting OHS incidents and accidents to occupational health and safety consultative committee reporting hazards and risks to occupational health and safety consultative committee
- & reporting suspicious behaviour to authorities
- & reporting details of emergency or incident (where, what, who etc)
- & leading team meetings (presentation, explanation, procedures, conflict resolution)
- & briefing casual staff of occupational health and safety responsibilities and procedures
- & instructing work group on occupational health and safety procedures, PPE , hazard/risk identification, emergency procedures
- & explaining reasons for procedures
- & consultation regarding occupational health and safety conflict resolution
- & convening formal and informal meetings
- & informing others of relevant training
- & using two-way radio / pager / telephone / workplace internal communication system
- & investigating occupational health and safety incidents

Materials to be read and interpreted may include:

- & occupational health and safety legislation and codes of practice as they relate to the specific workplace
- & workplace safety policies and procedures
- & information concerning special effects

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 such as chemical spills
- & bomb scares

and 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).

Written tasks may include:

- & using word processor
- & producing specific safety signs
- & writing plain English safety memos for notice board

- & agenda and minutes of workplace occupational health and safety consultative committee meeting
- & items for workplace newsletter
- & reporting risks and hazards to occupational health and safety consultative committee meeting
- & reporting misincidents to occupational health and safety consultative committee meeting
- & reporting inadequacies in hazard and risk control procedures to occupational health and safety consultative committee meeting
- & maintaining occupational health and safety records

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
- & manufacturers' and suppliers' 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.

Numeracy tasks may include:

- & measuring amounts to mix liquids
- & estimating volume of smoke (effects)
- & calculating safe working loads

EVIDENCE GUIDE

Competence is demonstrated in the context of:

- & an established organisational OHS system;
- & relevant policies, procedures and programs

CRITICAL ASPECTS OF EVIDENCE

It is essential that the laws and regulations relating to OHS in the workplace be understood and applied in implementing the organisation's occupational health and safety management system.

CONCURRENT ASSESSMENT

Competency in this unit underpins competency in other aspects of the workplace role of employees with supervisory responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessing a unit relating to managing a work system could involve assessing that the person is able to identify and report any existing or potential hazards of the system.

UNDERPINNING KNOWLEDGE AND SKILLS

Skills and knowledge are required in:

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.

How the characteristics and composition of the workforce impact on OHS management including:

- & literacy
- & communication skills
- & cultural background
- & gender, and
- & workers with disabilities.

Other organisational systems, policies and procedures relevant to OHS management, including:

- & business planning (especially new technology, organisational change)
- & purchasing
- & maintenance
- & training
- & consultation, or
- & human resource management.

Ability to analyse the entire working environment in order to identify hazards, assess risks and judge when intervention to control risks is necessary.

Ability to analyse relevant workplace data, such as incident data, to identify and assess risks and evaluate the effectiveness of risk control measures.

Ability to assess the resources needed to apply different risk control measures and make recommendations on that basis.

RESOURCE IMPLICATIONS

Assessment of this unit requires access to:

- & relevant OHS Acts, regulations and codes of practice
- & enterprise occupational health and safety policies and procedures
- & personal protective equipment
- & work areas for identification of hazards and control measures.

METHOD AND CONTEXT OF ASSESSMENT

To ensure that the contingency management component of competency is adequately assessed, evidence needs to be gathered across a range of work procedures and in a range of workplace circumstances.

Techniques for assessment could include:

- & observation
- & simulation
- & case studies
- & interviews
- & written tests
- & workplace projects.

This unit should be assessed by a combination of workplace and off-the-job assessment. The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected. Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations.

Conditions for simulations should:

- & accurately simulate the range of circumstances of the workplace
- & allow for discussion, and
- & have the relevant documents available.

In particular, information regarding emergency procedures may be gathered through simulation.

Assessment should occur in the presence of a competent OHS practitioner, familiar with the hazards and risks of the industry, as well as a workplace assessor.

E STABLISH AND MAINTAIN CUEOHS2A **A SAFE AND SECURE WORKPLACE**

ELEMENT OF COMPETENCY

Establish and maintain the framework for the occupational health and safety system in the area of responsibility

PERFORMANCE CRITERIA

Occupational health and safety policies are developed which clearly express the organisation's commitment with respect to occupational health and safety within the are of managerial responsibility and how relevant occupational health and safety legislation will be implemented

Occupational health and safety responsibilities and duties which will allow implementation and integration of the occupational health and safety system are clearly defined, allocated and included in job descriptions and duty statements for all relevant positions

Financial and human resources for the operation of the occupational health and safety system are identified, sought and/or provided in a timely and consistent manner

Information on the occupational health and safety system and procedures for the are of responsibility is provided and explained in a form which is readily accessible to employees

Establish and maintain participative arrangements for the management of occupational health and safety

Appropriate consultative processes are established and maintained in consultation with employees and their representatives in accordance with relevant occupational health and safety legislation and consistent with the organisation's overall process for consultation

Issues raised through participation and consultation are dealt with and resolved promptly and effectively in accordance with procedures for issue resolution

Information about the outcomes of participation and consultation is provided in a manner accessible to employees

Establish and maintain procedures for identifying hazards	<p>Existing and potential hazards within the area of managerial responsibility are correctly identified and identification confirmed in accordance with occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system</p> <p>Activities are appropriately monitored to ensure that this procedure is adopted effectively throughout area of managerial responsibility</p> <p>Hazard identification is addressed at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created</p>
Establish and maintain procedures for assessing risks	<p>Risk presented by identified hazards is correctly assessed in accordance with occupational health and safety legislation and codes of practice</p> <p>A procedure for ongoing assessment of risks is developed and integrated within systems of work and procedures</p> <p>Activities are monitored to ensure that this procedure is adopted effectively throughout the area of managerial responsibility</p> <p>Risk assessment is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that the risk from hazards is not increased</p>
Establish and maintain procedures for controlling risks	<p>Measures to control assessed risks are developed and implemented in accordance with the hierarchy of control, relevant occupational health and safety legislation, codes of practice and trends identified from the occupational health and safety records system</p> <p>When measures which control a risk at its source are not immediately practicable, interim solutions are implemented until a permanent control measure is developed</p> <p>A procedure for ongoing control of risks, based on the hierarchy of control, is developed and integrated within general systems of work and procedures</p> <p>Activities are monitored to ensure that the risk control procedure is adopted effectively throughout the area of managerial responsibility</p>

Establish and maintain procedures for controlling risks	<p>Risk control is addressed at the planning, design and evaluation stages of any change within the area of managerial responsibility to ensure that adequate risk control measures are included</p> <p>Inadequacies in existing risk control measures are identified in accordance with the hierarchy of control, and resources enabling implementation of new measures are sought and/or provided according to appropriate procedures</p>
Establish and maintain organisational procedures for dealing with hazardous events	<p>Potential hazardous events are correctly identified for dealing with hazardous events</p> <p>Procedures which would control the risks associated with hazardous events and meet any legislative requirements as a minimum are developed in consultation with appropriate emergency services</p> <p>Appropriate information and training is provided to all employees to enable implementation of the correct procedures in all relevant circumstances</p>
Establish and maintain an occupational health and safety training program	<p>An occupational health and safety training program and safety training program is developed and implemented to identify and fulfil employees' occupational health and safety training needs as part of the organisation's general training program</p>
Establish and maintain a system for occupational health and safety records	<p>A system for keeping occupational health and safety records is established and monitored to allow identification of patterns of occupational injury and disease within the area of managerial responsibility</p>
Evaluate the organisation's health and safety system and related policies, procedures and programs	<p>The effectiveness of the occupational health and safety system and related policies, procedures and programs is assessed according to the organisation's aims with respect to occupational health and safety</p> <p>Improvements to the occupational health and safety system are developed and implemented to ensure more effective achievement of the organisation's aims with respect to occupational health and safety</p> <p>Compliance with occupational health and safety legislation and codes of practice is assessed to ensure that legal occupational health and safety standards are maintained as a minimum</p>

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	3
Communicating ideas and information	3
Planning and organising activities	3
Working with others and in teams	3
Solving problems	3
Using mathematical ideas and techniques	3
Using technology	3

RANGE OF VARIABLES

Generic Competency C describes generic occupational health and safety competencies applicable for those with managerial responsibilities. This may be as an employee or as an owner of a business. These competencies are applicable in combination with other industry, occupation or workplace-specific competencies.

Competency is to be exhibited within the area of managerial responsibility which might be an entire enterprise or department of an enterprise.

Relevant positions for implementing the occupational health and safety system will include:

- & managers
- & supervisors
- & occupational health and safety officer/manager
- & first aid officers

This competency 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.

In accordance with relevant workplace procedures, which are arrangements for how workplace activities are to be done. They may be formally documented or communicated verbally.

They may include procedures which are:

- & general to the management of the enterprise such as:
 - & job procedures and work instructions
 - & maintenance of plant and equipment
 - & purchasing of supplies and equipment
- & specific to OHS, such as:
 - & emergency response
 - & providing OHS information
 - & OHS training
 - & OHS consultation and participation
 - & incident investigation
 - & issue resolution
 - & OHS record keeping
 - & identifying hazards (e.g. inspections)
 - & assessing risks
 - & controlling risks

Information may include information:

- & for the induction of new workers
- & about the nature of work and tasks, procedures and the limits to worker authority
- & about hazards and risk management procedures
- & to assist in work tasks
- & as part of providing direct supervision where necessary (e.g. inexperienced workers)
- & to communicate legislation and codes of practice, e.g. that relating to hazards in the work area
- & for consultation with health and safety representatives and OHS committees

Oral communication tasks may include:

- & participating in industry association workshops, conferences
- & negotiating occupational health and safety priorities
- & conflict resolution
- & investigative questioning occupational health and safety inspection /audit
- & feedback to work group on occupational health and safety inspection /audit
- & telephone arrangements for training (external / internal)
- & consulting and negotiating with management regarding occupational health and safety strategies
- & interacting with network of people in similar organisations

Participative arrangements may include:

- & formal and informal meetings
- & OHS committees other committees (e.g. consultative, planning, purchasing)
- & health and safety representatives.

Material to be read and interpreted may include:

- & technical riders for occupational health and safety issues
- & site plans
- & changes in legislation
- & extensive lists of relevant training materials (video and publications)

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
- & planning or implementing alterations to site, plant, operations or work systems

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 such as chemical spills
- & bomb scares

Procedures for dealing with these may include:

- & evacuation
- & chemical containment
- & first aid
- & 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).

Written tasks may include:

- & producing specific safety signs
- & writing items for workplace newsletter
- & writing plain English safety memoranda for notice board

- & policies and procedures
- & duty statements for occupational health and safety for all levels of employment
- & emergency procedures
- & drafting occupational health and safety consultative committee constitution and terms of reference
- & agenda and minutes of workplace occupational health and safety consultative committee meetings
- & reporting outcomes of OHS to management meetings
- & maintaining occupational health and safety records

OHS records may include:

- & OHS audits and inspection reports
- & workplace environmental monitoring and health surveillance and records
- & records of instruction and training
- & manufacturers and suppliers 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.

Numeracy tasks may include:

- & calculating numbers of security staff required for each performance from number of tickets sold
- & calculating budget for numbers of security staff
- & estimating changes to seating arrangements given number of wheelchair patrons
- & maintaining budget for training, personal protective equipment, signage

EVIDENCE GUIDE

Competence is demonstrated in the context of.

- & an established organisational OHS system;
- & relevant policies, procedures and programs.

CRITICAL ASPECTS OF EVIDENCE

It is essential that the laws and regulations relating to OHS in the workplace - particularly how the employers general duty of care can be met - be understood and applied in designing and implementing the organisation's occupational health and safety management system.

CONCURRENT ASSESSMENT

Competency in this unit underpins competency in other aspects of the workplace role of employees with managerial responsibilities. It may be appropriate to assess parts of this unit in conjunction with units relating to the performance of such aspects of the role. For example, assessing a unit relating to managing an operational area could involve assessing that the person is able to assess the effectiveness of risk control measures in place for the operation/area.

UNDERPINNING KNOWLEDGE AND SKILLS

Provision of OHS Acts, regulations and codes of practice relevant to the workplace, including legal responsibilities of employers, manufacturers, suppliers, employees and other parties with legal responsibilities.

Principles and practices of effective OHS management such as:

- & elements of an effective OHS management system
- & appropriate links to other management systems
- & the hierarchy of control measures
- & participation and consultation over OHS;
- & incident and accident investigation
- & the role of technical information or experts in designing control measures,-monitoring systems and health surveillance
- & risk management approaches

Hazards and associated risks which exist in the enterprise 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
- & considerations in when to seek expert advice

Organisational OHS management systems, policies and procedures necessary to ensure OHS regulatory compliance, including systems and procedures for:

- & keeping the organisation abreast of developments on OHS (e.g. law, control measures, hazards) notification and reporting
- & communicating to the organisation about OHS;
- & consulting about and participating in OHS management
- & identifying and reporting on hazards, e.g. through audits, inspections
- & assessing risks
- & controlling risks
- & monitoring risk control measures
- & reporting on financial, technical and other resource needs
- & responding to and dealing with hazardous events
- & OHS training
- & OHS record keeping and collection and use of OHS related data.

How the characteristics and composition of the workforce impact on OHS management including:

- & literacy
- & communication skills
- & cultural background
- & gender, and
- & workers with disabilities.

Other organisational systems, policies and procedures relevant to OHS management, including:

- & business planning (especially new technology, organisational change)
- & purchasing
- & maintenance
- & training
- & consultation, or
- & human resource management.

Ability to analyse the entire working environment in order to identify hazards, assess risks and design and implement appropriate OHS management systems.

Ability to analyse relevant workplace data (e.g. incident or environmental monitoring data) to identify and assess risks and evaluate the effectiveness of the OHS management system.

Ability to assess the resources needed to establish and maintain OHS management systems including a range of risk control measures.

RESOURCE IMPLICATIONS

Assessment of this unit requires access to:

- & relevant OHS Acts, regulations and codes of practice;
- & enterprise occupational health and safety program information, policies and procedures;
- & work areas for identification of hazards and control measures.

METHOD AND CONTEXT OF ASSESSMENT

To ensure that the contingency management component of competency is adequately assessed, evidence needs to be gathered across a range of OHS management arrangements/systems and workplace operations/circumstances.

Techniques for assessment could include:

- & observation
- & simulation
- & case studies
- & interviews
- & written tests
- & workplace projects

The context for assessment should ensure that evidence relating to the contingency management component of competency can be collected.

This unit should be assessed by a combination of workplace and off-the-job assessment.

Evidence must include observation in the workplace as well as off-the-job techniques such as interviews and simulations. Conditions for simulations should:

- & accurately simulate the range of operations and circumstances of the workplace
- & allow for discussion; and
- & have the relevant documents available

In particular, information regarding management of emergencies and hazardous events may be gathered through simulation.

Assessment should occur in the presence of a competent OHS practitioner, familiar with the hazards and risks of the industry, as well as a workplace assessor.

PROVIDE FIRST AID

THHGH503A

ELEMENT OF COMPETENCY

PERFORMANCE CRITERIA

Assess and respond to emergency first aid situations

Emergency situations are quickly and correctly recognised
The situation is assessed and a decision promptly made regarding action
Assistance from emergency services/colleagues/customers is organised where appropriate

Provide appropriate treatment

Patient's physical condition is assessed from visible vital signs
First aid is provided to stabilise the patient's physical and mental condition in accordance with organisational policy on provision of first aid and recognised first aid procedures

Monitor the situation

Back-up services appropriate to the situation are identified and notified
Information on the victim's condition is accurately and clearly conveyed to emergency services personnel

Prepare an incident report

Emergency situations are documented according to organisational procedures and/or statutory requirements
Reports provided are clear, accurate and timely

KEY COMPETENCIES

KEY COMPETENCY	LEVEL
Collecting, analysing and organising ideas and information	2
Communicating ideas and information	2
Planning and organising activities	2
Working with others and in teams	2
Solving problems	2
Using mathematical ideas and techniques	1
Using technology	1

RANGE OF VARIABLES

First aid treatment is that defined in Common Law as emergency assistance provided to a second party in the absence of medical or paramedical care

The following variables may apply:

Factors which affect the provision of first aid are:

- & legal issues that affect the provision of first aid in different industry sectors
- & the type of site where the injury occurs
- & the nature of the industry and its cause
- & availability of first aid equipment, medications and kits or other suitable alternative aids
- & proximity and availability of trained paramedical and medical assistance
- & the patient's cardio-vascular condition as indicated by body temperature, pulse rate and breathing rates
- & chemical contamination

Injuries may include:

- & cardio-vascular failure
- & wounds and infections
- & bone and joint injuries
- & eye injuries
- & burns
- & external bleeding
- & unconsciousness effects of heat or cold temperatures
- & pre-existing illness
- & bites

EVIDENCE GUIDE

CRITICAL ASPECTS OF EVIDENCE

Evidence to demonstrate consistent achievement of this unit's outcomes includes:

- & correctly applying a range of first aid techniques for all situations described in the range of variables.

Concurrent Assessment

This unit of competency may be assessed concurrently with the following units of competency:

- & Follow health, safety and security procedures

Underpinning Knowledge and Skills

To demonstrate competence, attendance at and successful completion of an accredited first aid course is required.

Method and Context of Assessment

This unit will generally be assessed off the job.